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# STEFAN'S BILINGUALISM:

## Sharing an experience in two language parenting in a mixed-lingual family

by

Douglas Mauricio Salegio Ramírez

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment
of the
requirements for the degree of Master of Education

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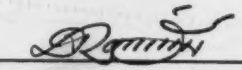

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## ABSTRACT

This case study explores the experiences of parenting in two languages within a mixed-lingual family committed to building the foundations for their son, Stefan, to become bilingual. The parents use a one person one language strategy while building Spanish settings at home and applying Bilash's (1999) INPUT-INTAKE-OUTPUT model. Obstacles faced throughout the process are documented.

This study is based on two assumptions: first, that Spanish as a minority language is at risk as a spoken language in the Latin American community in Canada and, secondly, that there is more than one way to parent in two languages.

While some families are able to establish the foundations for bilingualism unintentionally, simply by speaking the minority language at home, others approach planning for bilingualism as an educational task. As a result of the research process, the author becomes a more "informed" parent who is able to merge natural-pedagogical practices and planned educational experiences to facilitate the development of bilingualism in a mixed-lingual home.

"Stefan's Bilingualism: Sharing an Experience in Bilingual Parenting in a Mixed-Lingual Family" will serve as a resource to persons interested in second-language education, to parents who wish to raise their child in a minority language, and particularly to those who are interested in raising children in Spanish in a minority language setting.

## DEDICATION

A los "hacelotodo" que un día fueron obligados
a dejar aquel amado "Pulgarcito de América"
y que sobreviven dispersos por el mundo.

!Y a las víctimas inocentes de la barrera del idioma
y del choque cultural
que en tierra ajena se volvieron
sordos, mudos, ciegos e inválidos

To the handymen/ women that one day were forced
to leave that beloved "Pulgarcito"of America
and who are surviving scattered across the world.

And to the naive victims of the language barrier and
cultural shock who settled in somebody else's land
and became mute, deaf, blind and disabled!

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My lifelong friends in El Salvador, in Canada and scattered abroad who have always been with me - in the worst and in the best times;

And children worldwide who are the only reason to reconstruct the present and to build the future.

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## CHAPTER ONE

### Introduction

**Who am I?**

As refugees commonly do, I used to say, "I will stay in Canada for two or a maximum of three years. Then I will return to my beloved little - but cute - country, El Salvador." When I surpassed three years, I swore that my irreversible departure would occur in my fifth year. On December 6, 1998, nostalgia saturated my soul: it had been 10 years since the enemies of my most intimate and generous dreams forced my leaving! This event shackled and changed my life forever. Nevertheless, there were no reasons to cry. I had shed my quota of tears in my first four years of exile into this country. After those grey years, in January 1993, while teaching Spanish at Gabriela Mistral Latin American School in Edmonton, Alberta, I met Bonnie. For that year I still kept my "suitcases packed." By 1994 my departure became something to do in "the future". On April 8th, 1995, I unpacked my bags: I married Bonnie. "A wonderful prize for your past suffering," said some people. "Indubitably, a gift from God," said others. Certainly, she was the cure for ancient emotional, ideological and political scars. Because of her help I have cured ugly traumas about exile, culture, ESL, gender, and so on. She deserves to be loved and I love her. In 1995-96 we visited Mexico and Central America for eight months. When we came back to Canada to celebrate our first anniversary Bonnie gave me a wonderful gift: the good news that we would be having a baby. She was pregnant! A new Latin American, "made" in Mexico, whose father is Salvadorean and mother a Canadian. Stefan was born on December 11, 1996. With our varied inter-cultural roots and profound love, we decided to bequeath bilingualism to our son, Stefan, even before he was born.

My wife and I are teachers and we love to travel, especially in Latin America. We both know the struggles of learning a second language. Maybe this reinforces our motivation

to raise our children to be bilingual. We don't want them to have to struggle to learn a second language, as we did, but maybe a third.

We are working to build our first inheritance to Stefan: the foundation of his bilingualism. Historically bilingualism has been a permanent-traditional requirement in diplomacy and international relations. To date the predominance of bilingualism is evident across the world and figures as an almost permanent requirement in the job market (McNair, 1999).

Mine is one of thousands of mixed-lingual families in Canada. My first language is Spanish and my wife's is English, though we are both able to communicate in the other's language. Stefan's sister, Rocio, eleven years older than him, is bilingual in Spanish and English. She arrived in Canada when she was three years old. I frequently ask her to speak Spanish with Stefan, but my requests are not always fulfilled. Stefan's brother, Julius, is 27 years older than him and speaks Spanish and English. He speaks Spanish to Stefan.

We made the decision to raise Stefan in two languages in April of 1996 - just after he was conceived. Maybe the struggles that we both had faced learning a second language, and the fact that we both are teachers who identify with the Latin American culture contributed to this decision. Another factor could be that since our family is mixed-lingual it makes sense to pass on to Stefan our respective mother tongues.

**What do I want to explore?**

In general, raising a child is not an easy task. It is a complex and complicated mission that requires a frame of love, a stream of caring and a fountain of tenderness. Also it demands a sky of understanding and patience. This beloved mission compels parents to have a stone-like foundation of knowledge, suitable skills and constructive attitudes about children. It likewise demands enough generosity to be able to give your best without

expectation of payment, and to be humble and modest enough to learn and receive from your children every day. Furthermore, to be aware of the language development of our children gives us an opportunity to know more about them. As Villiers and Villiers (1979) state in their book *Early Language*:

> The emergence of language is exciting because it is a reflection of what the child knows. Moreover, once language is present, it increases, or at least refines, that knowledge. Language provides a window of the child's mental abilities: by studying how he speaks (p. 2).

"STEFAN'S BILINGUALISM: Sharing an experience in two language parenting in a mixed- lingual family" is the title of this research. With the premise that Stefan's cognitive conditions are addressed to learn and acquire language, this case study explores the role and experience of parents and home in the process of building the foundations of Spanish- English bilingualism in a minority language setting. This case study aims at exploring how we can build the foundations of Stefan's bilingualism, more specifically

1. what obstacles must be overcome in laying the foundations of bilingualism in a mixed-lingual family;
2. how Spanish settings can be built at home with resources available in Canada; and
3 what bilingual parenting activities contribute to Spanish language development in a minority setting.

In other words, planting the seeds of Stefan's bilingualism during his first three years of life involved three major activities: first, confronting varied obstacles to exposure to Spanish; second, building Spanish settings at home to strengthen its status as a minority language; and third, parenting in Spanish. These are the contents of the present thesis.

**Why do I want to explore this?**

There are thousands of parents who are raising their children in two languages. There is an enormous diversity of minorities and infinite individual differences that result. Every experience in bilingual parenting has cultural characteristics of the respective minority

group, and even within families from one child to another there are many individual differences.

The topic "STEFAN'S BILINGUALISM: Sharing an experience in two language parenting in a mixed- lingual family" interests me for six reasons which will be elaborated upon in the following pages. First, Canada is a multicultural society that constitutes the huge context where parenting in two languages occurs. Second, minority languages accompany immigrants to Canada. Third, there is a value to being bilingual that offers many long - term advantages. Fourth, as frequently happens to minority languages, there is a rapid process of Spanish language loss within the Latin American community in Canada. Fifth, raising a child in two languages is not an easy task; it requires facing the power of English language and cultural identity. Finally, there is the strong personal desire to succeed at parenting in two languages, despite the obstacles.

## 1. Canada is a Multicultural Society

In the first half of the twentieth century the attitude toward ethnic diversity in Canada was "Anglo -conformity." This meant that "all ethnic groups should give up their own languages and cultures and become assimilated into the dominant British culture"(Cummins, 1981, p. 5). In this context, education was neither neutral nor innocent in its role:

> Education was naturally regarded as a major means of Canadianizing 'foreign' students. As Harney and Trooper point out, Canadianization was not a hidden curriculum but permeated every facet of the school's programs. Any traces of foreign values were eradicated in the process of impressing on students the Canadian values of punctuality, regularity, obedience, industry, cleanliness, decency of appearance and behaviour, regard for the rights of others and respect for law and order (Cummins, 1981, p. 6).

According to Pyee-Coheen (1988), Quebec's linguistic situation before 1970 can be described as follows:

1. English was the dominant language in work and industry.

2. (There was) low demographic growth in Quebec
3. The immigrants were assimilated into the Anglophone side.
4. The condition of spoken French in the province was behind that of English.
5. The status of the latter vis-á-vis standard French was evident (Cummins, 1981, p. 47).

Before 1970 two commissions were integrated, one federal and the other provincial. Those commissions arrived at the same conclusion: "The English language was the language of power, social prestige and social promotion. Therefore, the Anglophones were more numerous in the higher administration and larger businesses where English was clearly the language of work" (Pyee- Coheen, 1988, p. 47).

In 1969 Canada's *Royal Commission Report on Bilingualism and Biculturalism* declared that the "Anglo-conformity" of one official dominating the Canadian identity was seen as a composite of all cultural groups. It recommended that languages other than English and French could be taught because there were benefits of linguistic diversity to Canadian society (Innis, 1973).

> However, the Report also pointed out the practical difficulties which could arise in providing instruction in heritage languages at the elementary level, and cautioned that these languages should not be taught at the expense of the second official languages, that is English or French (Cummins, 1981, p. 9).

In 1971 the federal government adopted the policy of "*Multiculturalism within a bilingual framework.*" In Canada "there are two official languages - English and French - but all ethnic groups are encouraged to enrich Canadian society by continuing to develop their unique cultures" (Cummins, 1981, p. 9).

In 1973, the province of Alberta first adopted a law permitting instruction in languages other than English or French thus facilitating the establishment of bilingual programs with 50 percent of instruction in languages other than English and French. Currently, elementary schools in Edmonton offer Arabic, Chinese, Cree, German, Hebrew,

Mandarin, Polish, and Ukrainian bilingual programs and other languages (e.g. Japanese and Spanish) are offered as second "core" language programs.

Manitoba faced the bilingual school question much earlier in this century , but not until 1979 did it pass legislation to enable 50% of daily instruction to take place in languages other than French or English. Saskatchewan soon followed. Ontario did not follow this trend but did allow heritage languages to be taught in public school buildings for up to 30 minutes per day (after school hours). Thus the battle of bilingual education has not been easy, nor has it ended.

The1981 *Canadian Charter of Rights and Freedoms* includes a section entitled "Minority Language Educational Rights." These rights address the rights of Anglophone and Francophone parents to register children in elementary and secondary schools where the language of instruction is one or both of the official languages: English or French, no matter what the dominant language of the community is. How this has been achieved is a controversial topic as are the results of the learning process of French as a Second Language (FSL) in the Anglophone provinces and English as a Second Language (ESL) in Quebec. Let me describe this phenomenon in the voice of a Latin American friend who resides in Montreal:

> To tell the truth, in Quebec, traditionally English has been the dominant language in the different levels: economical and political. Anglophones saturated the direction of industry, business and government. Until 1970, English was the language of work, commerce and bureaucracy. In spite of the government's protection of French as the predominant language, English still is here trying to invade everything. Me, for example, I recently finished my bachelor as translator and interpreter of French - Spanish. It was not a smart decision. Now I am studying English!

A bilingual, bicultural Canada was guaranteed in section 23 of the *Canadian Charter of Rights and Freedoms*, the minority language education rights clause, which entitles Anglophone or Francophone citizens in a linguistic minority to have their children

receive a publicly funded education in their language. The experience of raising Stefan in two languages occurs within this context, the virtues and limitations of which have to do with the perspectives for my child in this country.

## 2. Minority languages in Multicultural Canada.

In Canada, English is the majority language and, along with French, is one of the two official languages. These two languages are part of their corresponding cultures. They coexist with many minority languages and cultures as a result of Canada' s immigration policy. The situation for minority languages, however, is far from ideal.

Canada has experienced an intense debate about bilingualism. The controversy is based on two points: 1) the way to educate students whose mother tongue is neither English or French and 2) the role schools should play in maintaining mother tongues. There has been pressure from ethno-cultural communities to teach heritage languages within the public school system, and the respective negative reactions of those who oppose it. This controversy about heritage language teaching occurs in a demographic and political context (Cummins, 1995).

Cummins (1995) notes the significant and increasing proportion of immigrants in Canada: approximately one-third of the Canadian population is of an ethnic origin other than Anglo/Celtic or French (p.134). He adds that the number of immigrants, 84,302 in 1985, expanded in the following six years. In 1991 they totalled 220,000, and the annual quota from 1992 to 1996 was 250,000. This increase was part of the Conservative federal government's strategy "to combat the combined effects of low birth rates and a rapidly aging population" (p.134).

In spite of the increase in the number of bilinguals that belong to the multiple ethnic groups, until 1988 the panorama was far from ideal. In the following description Pyee-Coheen (1988) explains clearly the sociolinguistic aspects of official bilingual education

in the most populated Canadian provinces: Quebec, Ontario and British Columbia. She says that

> Quebec can be viewed as a unilingual Francophone province with an Anglophone minority and several other ethnic groups. Ontario, on the contrary, is a predominantly Anglophone province with an influential Francophone minority. Finally, British Columbia, a young Anglophone province, possesses a very strong Anglophone majority, a number of ethnic groups and a microscopic Francophone minority representing 0.47% of the total population (pp. 46-47).

As a result of the powerful position of Anglo-conformity in the schools, bilingualism in other languages was conceived as "a negative force in children's development," says Cummins (1981, p. 6) since many North American educators saw bilingualism almost as a disease which not only interfered with the Canadianization or Americanization process, but also caused confusion in children's thinking. Therefore, they felt that a precondition for teaching children English was the eradication of their bilingualism (Cummins, 1981). In fact, many educators believed (and some continue to believe) that

1. bilingualism causes confusion in thinking, emotional insecurity and school failure;
2. minority group children are "culturally deprived" (almost by definition since they are not Anglos); and
3. some minority-language groups are genetically inferior (This was a common theory in the US in 1920s and 1930s) (Cummins, 1981, p. 8).

In Canada, until recently, there has been a lack of understanding about maintaining minority languages to the extent that children were even punished at school when they spoke their parents' native language. Now there is no more punishment, only the strong presence of the English language and Canadian culture. Under these conditions what will it take for a minority language to be passed on to another generation?

### 3. The value of being bilingual

> Learning a language is far more than an intellectual, cognitive challenge. It is a means to grow and mature through the experience of other cultures. It gives breadth and depth to our personalities (Mollica, 1993, p. 4).

To be bilingual or proficient in a second language is very important. Currently, there are varied demands with regard to languages: globalization, international trade, and communication require more than one language. Moreover, language contributes to understanding others' and one's own culture, is an asset for job opportunities, study and travel; and stimulates self-concept, self-esteem, and identity. There are also cognitive advantages such as phonetic coding, grammatical sensitivity, learning ability for foreign language materials and inductive language learning ability. Finally, a second language is often a requirement for entry into universities and a most useful tool for research.

In the current times of the globalization of everything, language is basic. We are living in the "global village," selling to "global markets" and working more and more in a "globalized workplace" (Sololowski, 1995, p. 2). Thus, education and schools are oriented to "global studies initiatives" that are significantly based on "the proficient use of a second language" (ibid., p.1). More concretely, there is a very clear linking "between trade and language education" (ibid., p. 2). The diversification of exports involves exportation of services including language and cultural skills (ibid., p. 3). In this respect, De Chastelain (1993) suggests "a direct connection between export success and linguistic dexterity" (p. 3). Benouis (1986) adds that foreign language study increases the employment opportunities and the needs of business people and some professionals.

Competitive linguistic and cultural advantages are required to meet the needs of an increasingly competitive global economy. Global citizens must be multilingual citizens - meaning multilingual employees. Canada has " an enviable position to compete in a global market where every advantage counts" (De Chastelain, 1993, p. 3).

The use of foreign languages is critical in the international arena. Bilingualism, at least, is required by the delegates of a country when addressing international organizations such

as the United Nations (UN), the Organization of American States (OAS), the Group of Seven Industrialized Nations (G7)), and the North Atlantic Treaty Organization (NATO) (De Chastelain, 1993). According to Comenius, one of the major objectives for studying a second language is political: "to serve the nation's interests" (Mollica, 1993, p. 4).

In the field of communications, to be bilingual means to be able to meet new people. Speaking French, for instance, might help one to obtain a job, teach in another culture or pursue training that is unavailable in another language. English, on the other hand, could give access to the "international language of high technology, and the basis for most programming languages and computer reference materials" (Mlacak, B. 1993, p.3).

Language fosters cultural understanding and generates other advantages. Beard (1984) notes that "the majority of secondary school educators believe that cultural understanding is the major justification for taking a foreign language course"(p.1). Understanding may have several applications that, in turn, trigger tolerance: understanding of the multilingual world (Albanese, 1987, p. 461); international understanding between nations and people; and helping to understand others' culture and customs. Learning another language means broadening our horizons, and gaining "a greater awareness of self" (Weatherford, 1982, p. 32 and Mollica, 1993, p. 4). Furthermore, understanding and appreciation of our own mother tongue language skills are the basis to achieving effective communication (it is fundamental to teach 'cultural' meanings of words because language and culture are inseparable). To teach one means to teach the other"(Mollica, 1993, p.1). In other words, language skills and cultural knowledge are taught or applied simultaneously.

Managing another language gives "the key to many doors, but more importantly, to many hearts and minds" says Larochelle (1995). Handling another language boosts confidence and contributes to knowing our own heritage and another culture. Also it generates pride and strengthens personal identity and self-esteem. "...Not only do we improve our sense

of success, security and confidence, we also expand our knowledge of the world around us" (p. 1).

> One could hardly overstate the importance of language as a force which permeates nearly every phase of human existence. Indeed, one's relationship with the world is largely a verbal one, and language is a formal system according to which we organize reality, a filtering mechanism enabling us to impose order on an essentially disjointed universe. Language clearly allows for the symbolic organization of reality (Albanese, 1987, p. 463).

Raymond Aron feels free when speaking two different languages and "learning another language brings about a whole series of psychological and affective benefits as a bi-product to the practical ones" (Mollica, 1993, p. 4).

There are also cognitive advantages to learning another language. In his study of language aptitude, Carroll (1962) also mentions other kinds of aptitudes developed in second language learning namely:

1. facility in word assimilation (ability to grasp cognates),
2 facility in symbol manipulation (relating of a particular sound to a letter),
3. span of comprehension, facility in associative learning,
4. facility in the recall of associatively learned material (Albanese, 1987, p.466).

Second language acquisition also develops the ability to "work" creatively. "Learning more than one language heightens the learner's ability to call into play a variety of learning configurations which will otherwise have been limited" (Peal and Lambert (1962) as cited by Mollica (1993, p. 4). "Figuring out" the sound system and grammatical rules in more than one language seems to increase the learner's ability to

1. organize perceptions of reality;
2. recognize concepts in several different forms; and
3. solve complex linguistic and cultural problems (Mollica, 1993, p. 4).

Furthermore, recently bilingualism has become a requirement for research. In the last two decades a second language has been commonly required for entrance to many universities and for many employers (Mollica, 1993, p. 3).

To be bilingual or proficient in a second language is very important for globalization, international trade, and communication, and understanding our own and other cultures. Bilingualism is also useful for opening job opportunities, study, and travel. Even affective aspects are boosted by bilingualism: self-concept, self-esteem, and identity. Moreover, bilingualism yields several cognitive advantages. These are additional reasons why we want Stefan to be bilingual.

**4. Rapid loss of Spanish within the Latin American community**

Canada is an Anglophone dominant country where minority languages and cultures are at "high risk." While a multicultural society contributes to minority language maintenance, in a relatively short time minority languages are swallowed up by the powerful English language and culture. Family and community must also work to reduce the margin of risk of a generation losing a minority language. Family is the immediate functional territory of a minority language and community is the territory which enlarges the use of the minority language.

With the economic links between Canada and Latin American countries, one of these minority languages is Spanish, spoken by more than 350 million people in the world. Currently a growing mother tongue, Spanish is one of the five official languages of the United Nations. Thus, there are many advantages in learning Spanish and knowing the very interesting and significant cultures of those latitudes.

In Canada, Spanish is the fourth most commonly known/used minority language following Chinese, Vietnamese and Punjabi (Ooston, 1997, p. A1). It figures as the fifth

fastest-growing language, after Chinese, Punjabi, Arabic, and Tagalog . Thus, Spanish is a minority language in Canada whose presence is significant and merits further study.

In December, 1997, I conducted a survey entitled *A Sample of Spanish Speaking Families in a Minority Language Setting* . Ten Latin American families with a total of 22 children were surveyed. This included families that have been successful in building the foundations of their children's bilingualism as well as some others who were not as successful. The survey considered the Spanish background of the children, the continuity or interruption of their Spanish language learning process in Canada, the language of communication at home between children and parents, relatives and friends; and also communication with relatives who live in their own and/or their parents' native country.

Of the ten families, seven were Spanish speaking and three were mixed -lingual. Seventeen parents were from Spanish speaking countries; two were from Anglophone countries; and one was from Yugoslavia. The first language of their children was as follows: fourteen Spanish, seven English and one Serbo-Croatian.

Out of the 22 surveyed children, 11 were born in Latin America, and 11 in Canada. From the first group, five studied in a Spanish school in their native country (prekindergarten:1; grade1: 1; grade 7: 1; grade 9: 2). Eight of the eleven children were six years of age or less when they arrived in Canada. The other three were 15, 17 and 19 years old. The time that the 11 children have been in Canada varied from 2 to 22 years.

The most significant findings of this survey are as follows:

1. Eight of the eleven children who were born in their native country have Spanish as their first language. All but two are now adults and possess skills to manage the Spanish language competently.
2. Six of the eleven who were born in Canada have Spanish as their first language. According to their parents, the children's most developed Spanish language skills are listening and speaking; reading and writing skills, on the other hand, are low.

3. A total of 14 of the 22 children have Spanish as a first language. According to their parents, most of them are using Spanish primarily in their daily communication. There are three people studying in high school and another three undertaking university studies. Considering that their study has been predominantly in English it would be interesting to know their proficiency in the Spanish language at an academic level.
4. To communicate with their parents, 11 children use the Spanish language, and 11 use English.
5. To communicate with grandparents, 3 children use Spanish and 12 use English. The other 7 children do not have grandparents.
6. To communicate with other relatives and other persons such as their own and their parents' friends, 4 use Spanish and 18 English.
7. The 11 children who communicate with relatives who still are living in the native country use mainly Spanish.
8. In terms of where the families use Spanish in the Latin American community, the most popular locales are stores and dance parties. These two settings are clearly points of cultural meeting of Latin American adults. Five out of ten surveyed families have travelled to the native country, generally for a 4 to 8 week visit. With these visits children experience natural Spanish settings, reinforcing mainly two Spanish language skills: listening and speaking.

To summarize, 72.72% of those who were born in a Spanish country have Spanish as their first language (8/11). Besides, over 54.540% of those who were born in Canada have Spanish as their first language (6/11). Both groups give a total of 14 (63.63% or 14/22) children who have Spanish as their first language. In this respect, their parents clarifies that speaking and listening are the language skills used in daily communication. However, that 63.63% does not show consistency in the communication with others. 21.42% out of the 14 (3/14) who have Spanish as their mother tongue communicate with their parents in English. Furthermore, only 20% out of fifteen children (3/15) who have grandparents communicate with them in Spanish. It seems that in the surveyed sample the role of grandparents in language maintenance is not significant. The lack of consistency shows again - this time inversely: All of the 11 children who communicate with relatives who are living in Spanish speaking countries use mainly Spanish. And again, in Edmonton, only 18.18% (4 out of the 22 surveyed children) use Spanish to communicate with other relatives and their own and parents' friends. Clearly the potential for nascent Spanish language ability among young Canadians is at risk. In Edmonton, cultural

meetings are mainly for Latin American adults rather than places where children practice the Spanish language to consolidate and expand it. We can infer from these results that there is a dominant English language and culture that demarcates the essential possibilities of Spanish, a minority language that is at risk. Also we can deduce that maintaining Spanish language skills does not always figure as a priority in the responsibilities and challenges of these parents - there may not be a generalized consciousness about language among Spanish speaking parents.

The results do not show that family (as the immediate functional territory for maintaining a minority language) and community (as the territory to expose and enlarge the role of the minority language) are playing a substantive role to reduce the margin of risk of losing Spanish among these children. During early childhood (from birth to three years old) parents have the most potential to define the options of bilingualism that their children will develop. In fact, parents are the ones who choose whether to build the foundations or not. There are no others to be praised or blamed.

### 5. Obstacles Faced in Becoming Bilingual: the Power of English and Cultural Identity

It is challenging to raise a child! It is more challenging to raise him/her in two languages. According to Saunders (1988) three factors are important in building an environment for bilingualism:

1. Where an immigrant settles in his new country (language maintenance is greater when there is already a considerable number of people who speak his language);
2. The attitude of the majority group in the new country towards the minority language;
3. The attitude of parents, who may keep their own language in their new country where they have settled, but "fail to pass it to their children" (Saunders, 1988, p.3).

As this author mentions, some parents do not even try to pass on their mother tongue because they see no sense in their children speaking the language of their native country. For them the fundamental and vital language that must be learned is the official one spoken where they and their children are now living. Contrary to this pragmatic attitude, other parents strongly desire to transmit their language to their children, but fail in their attempts (Saunders, 1998, p. 3).

Cummins (1981) explains how the very common tendency to replace L1 with English is not new. It occurs as a result of the varied, strong influence of the dominant language and culture that is far from the school "... Children are constantly bombarded by stimulation in English - on TV, on the street, with their friends"(Cummins, 1981, p. 13). According to this author new Canadian students initially maintain

> basic comprehension skills in L1, but gradually lose their ability to speak L1. It often happens that children start school fully competent in speaking and understanding their L1, but within a short time, brothers and sisters start speaking English together, and they become unwilling to speak L1 at home (Cummins, 1981, p.13).

Patterns of bilingualism are close to the pattern of a cultural identity. Children, mainly teenagers, commonly reject those values and things which make them feel "different" from their peers. Consequently, the "teen" not only rebels against speaking L1, but also becomes embarrassed when their parents speak L1 before people outside the home.

Cummins (1981) reports four possible ways in which minority students can work out conflicts between the language and culture (L&C) of the home and those of the school:

1. "Rejection of home L & C, identification with Canadian L &C." This alternative means losing their own identity, and replacing it with the Canadian. It is very common and provokes much pain and isolation among parents and children.

2. "Rejection of Canadian L & C, identification with home L & C.". This one is not common among teenagers. In fact, it is not easy to find adolescents who proudly hold their traditional values and radically reject the values of the

dominant society. Assimilation will not be tolerated and they mainly prefer associating with people from their ethnic group. The rejection of Canadian language and culture is more common among adults.

3. "Inability to identify comfortably with either home or Canadian L & C." This is like living in limbo. The teen does not feel that he belongs to either home or the broader society. He/she does not feel comfortable anywhere.

4. "Identification with both home and Canadian L & C." This is the more balanced option. He/she keeps pride in his/her home culture and appreciates the Canadian; capable of pointing out "the strengths and weakness of both cultures"; and becoming a constructor of his/her "own values and identities"(p. 15). Those students who have the fourth alternative have the best learning conditions "to develop their proficiency in both English and their L1" (p. 15).

It is a permanent hope that children that belong to linguistic and ethnic minorities become proud of their physical and behavioural differences and home language.

> Language and culture are interwoven and language forms a critical part of an individual's identity. We construct our identities out of our interaction with others and with the world around us. This process is mediated by culture, which tells us how to make sense of what we experience or 'how things should be.' Language allows us to express and check out our understanding as well as to build relationships with other people" (Hewes & Massing, 1995, p.101).

In spite of the more open attitude of governments towards children from minority language backgrounds, for many children the time is past because of their minimal or absent competence in that minority language (Saunders, 1988, p. 5).

Certainly the two most determinant obstacles faced in raising a child in two languages are the unconscious and unsupportive attitudes of parents and the overwhelming dominance of English. Inversely, positive attitudes of parents generate favourable conditions to plant the seed of bilingualism as well as to decrease and /or neutralize the omnipresence of the majority language in and outside of the home.

## 6. The Desire to Succeed at Parenting in Two Languages Despite the Obstacles

As has been noted above, positive attitudes of parents are fundamental to achieving a child's early bilingualism. In fact, in Canada, most minority languages and cultures are not strong enough to overcome or at least avoid the powerful omnipresence of English and its effects. In fact, it is common for one language to eventually dominate a child's life, usually the one spoken in the country where a child lives (Russell-Bitting, 1999, p. 51). In the face of this reality it is important for parents of minority languages to build a minority language setting at home. This can be done by conscious use of books, videos, audio cassettes, and cultural artifacts in the minority language. In addition, visits with Spanish speaking friends and relatives, especially children, need to be organized. Long term travel to "homelands" also contributes to minority language development.

According to Arnberg (1981) there has been both a rise in mixed marriages and an increase in the one parent-one language phenomenon during the last few decades. "Millions of mixed marriages have resulted and children in these families have been brought up to use two languages, sometimes successfully and sometimes with disastrous consequences" (p. 9).

A strong desire to build Stefan's foundations of bilingualism has kept us on track to finish this project. Our desire is not just based on emotion, but on a conscious effort and continual process of trial and error at home: doubts and fears about the process, implementing the strategy of one person - one language, seeking learning resources, especially in Spanish, mounting Spanish settings, engendering deep uncertainties about the results, changing and /or cancelling plans and more. In other words, our strong desire to succeed is based on both an emotional frame of passion, love, caring and tenderness towards the "subject" of this study, and the application of a body of structured conscious knowledge and strategies.

The six reasons that support my interest in exploring the topic "STEFAN'S BILINGUALISM: Sharing an experience in two language parenting in a mixed- lingual family" can be summarized as follows: Canada, a multicultural society with many minority languages, is the context in which we are raising Stefan in two languages. We care about the value of being bilingual (international arena , communication, understanding culture, and many other aspects). And we recognize the urgency that parents act against the rapid loss of Spanish within the Latin American community. Furthermore, considering that raising a child in two languages is not an easy task, it is basic to identify important obstacles in the process. One of the most powerful obstacles is the omnipresence of English. Our positive attitudes as parents may counter against the dominance of English in building bilingualism.

**How will I explore this?**

Every experience of raising a child in two languages is unique. The commonalities and tendencies that may occur do not decrease the many particularities of each experience. After 36 months of data collection - records of Stefan's language production, written anecdotes about his interaction with family and friends in both English and Spanish, readings, discussions and reflections with my wife and with my advisor on the parenting process I see four phases of parenting in this particular experience. First, a phase of "anticipation and reconciling fears and doubts" at the beginning and even before I started the research. The second phase is characterized as beginning bilingual parenting - a trial and error process. Third, I experienced a phase of "deep uncertainty." Fourth, in order to reinforce the process of parenting in two languages and warrant the results, I passed through a phase of "more informed parenting." Each phase will be the focus of a chapter of this thesis. The last chapter also contains recommendations and a final reflection that I would like to share with other parents and care givers. Hopefully these four phases will transmit the richness of this wonderful experience, one that includes frustrations, anger, anguish, desperation, anxiety as well as pleasure, satisfaction, love, passion, caring and tenderness.

## CHAPTER TWO

### Methodology

Interest in the language acquisition of children has evolved primarily from linguists who are both specialists and parents. They recorded the language acquisition of their respective children in diaries: e.g. "a study of French by Antoine Gregoire, a lengthy work in German by Werner Leopold, and diaries of English learning by several writers such as Chamberlain and Velten" (Villiers and Villiers, 1979, p. 5). They used a longitudinal method that allowed them to notice the particular child's learning. Following Villiers and Villiers one evident advantage of longitudinal studies is that "the study is conducted by a person who best knows the child, with all his past history, routines and idiosyncrasies" (1979, p. 5). Inversely, the mentioned authors note two disadvantages of this method: "the record is often patchy so that one can not be sure how representative the diary is of that child's speech in general, and whether the findings are true for all, or even any, other children" (1979, p. 5).

In spite of the application of similar tools - journal entries, notes, observation forms, and tape recordings - the present study is neither longitudinal nor linguistic in focus; rather it is a case study presented mainly as narrative excerpts in the form of reflections and anecdotes about parenting Stefan in two languages from birth to three years of age. These and also their respective interpretations will be registered by the author.

This study is qualitative research, observational and narrative in nature. It explores how a mixed-lingual family creates favourable conditions for building the foundations of bilingualism in a child from birth to three years of age. There is no intention to focus on the complexities of psycho-linguistic development of language in general, nor on bilingualism directly. Instead, the focus will be on the thinking and practice of parents as they raise their child in two languages, and particularly on my experience. As such this research is an autobiographical case study (Abbs, 1974).

This chapter includes three sections. First, I present a brief description of the context of the study. Second, I explain how this research qualifies as a case study. Third, I elaborate on how the research tools were employed to answer the questions of the study.

## 1. Context

As a couple we decided to raise our son, Stefan, in the two languages that each of us speaks. We knew that with the proliferation of English, the majority language in society, a concerted effort to find and apply strategies, settings and materials in the minority language would be required. In this regard, we already knew that the mutual participation of each parent speaking his/her native language would be an invaluably favorable factor for two language acquisition, but with a predominance of English resources. I felt that the omnipresence of the majority language had to be "reduced." And, inversely, the linguistic and cultural presence of the minority language had to be considerably "increased." We hoped to do this through the creative application of the one person-one language strategy, building innovative Spanish settings and using plenty of authentic materials. Intermarriage by itself is not sufficient to counterbalance the limitations of learning the minority language in early childhood. Consequently, Spanish - the minority language - is privileged in this study by intensifying Stefan's exposure to it.

## 2. Case Study

Stake (1994) defines a case study as based on "interest in individual cases" and not "by the methods of inquiry used" (p. 236). It includes "the collection and presentation of detailed information about a particular participant or small group, frequently including the accounts of subjects themselves"(Glossary, 1999). Gall et al. (1996) define case study research as "the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon" (p. 545). These authors formulate four characteristics of case study research:

1. the study of phenomena by focusing on specific instances,
2. the in-depth study of each case,

3. the study of a phenomenon in its natural context, and
4. the study of emic perspective of case study participants (Gall et al., 1996, p. 545).

In fact, my "phenomenon" of interest is how we, as parents, build the foundations of Stefan's bilingualism (Spanish and English). My study primarily addresses one family's experience with raising one child in two languages, and is mainly from my point of view. As such it has an autobiographical flavour. " I describe, evoke and generally recreate the development of [my own] experience" (Abbs, 1974, p. 6). This research began before Stefan was born on December 11, 1996 and is on-going. However, for the purpose of this thesis, journal entries and daily routines were examined until Stefan was about three years old. During this time I have been collecting data by using four tools: observation, journal, recording and note taking (Gall et al.,1996, p. 547).

This in - depth case study is also observational. Both naturalistic and controlled observation are employed . Stefan's language and behaviours were carefully observed, recorded and interpreted by the author. I often reflected on daily "highlights" in writing in the evening. This constituted observation in natural settings. Controlled observations include recording Stefan's language and behaviour in consciously created situations in established settings at home.

This study also takes place in a natural context. Stefan's language development and our parenting mainly occur at home and occasionally in other places such as at Grandma's and an aunt's houses, on the street, shopping, at the park and riding in the car. Although Stefan interacts with other children and adults, they will not be interviewed or questioned as a part of this research. Rather, the participants in this research include all members of my family. Bonnie, my wife, is Canadian; she speaks Spanish well enough to communicate with Spanish speakers in Edmonton and in Latin America. Our plan was that she would speak English to Stefan and Rocío, Stefan's sister who is 11 years older than he. Rocío came from El Salvador when she was three years old. She was fluent in

Spanish. At all times I speak Spanish to her and she speaks Spanish to me. Until May 1999 my older son, Julius, lived with us. He came from El Salvador when he was 20 years old. He is a fluent bilingual who speaks English with Bonnie, Spanish with me and Stefan and - under petition - with Rocío. Stefan was born in Canada. At three years of age he knows who speaks Spanish and who speaks English. Finally, I am a Spanish teacher, pedaling to accomplish a Masters degree in Second Language Education, optimistic that in the field of Spanish as a Second Language I have much to offer.

Of these five participants, the only two whose point of view is consulted about the phenomenon that is being studied are Bonnie and I. We share the general emic perspective (Kouritzin, 1999) about Stefan's language development, his identity, culture, the spiritual and emotional significance for Stefan in becoming bilingual and the importance of forging his identity without traumas , our differences occur at the operative level - for instance in the use of Spanish and/or English materials.

### 3. Research tools

This case study is designed to answer the following questions:

1. What obstacles must be overcome in laying the foundations of bilingualism in a mixed-lingual family?
2. How can Spanish settings be built at home with resources available in Canada?
3. What bilingual parenting activities contribute to Spanish language development in a minority setting?

The tools and resources used to answer my research questions follow:

A. A diary or reflective journal kept since Stefan was born.

These dated notes include observed reactions or behaviours of Stefan and my reactions, reflections or comments thereupon. They were used in two ways in the thesis. First, the reflections, letters, and anecdotes were analysed to identify phases of parenting and themes within each phase. Second, they are used as data to answer all three research questions.

B. Notes (note taking)

These are more simple and specific notes that record verbal and nonverbal expressions of Stefan in general during specific periods of his life. They also are called upon to answer all three research questions.

C. Observation form

An observation program of the activities of Stefan's daily routine (from the time he wakes up in the morning until he goes to bed in the evening) was developed. The program consisted of recording the activities of the day and using an observation form as a tool and register of Stefan's language and behaviour. The observation form records the development of Stefan's verbal and non-verbal expressions in Spanish and English. These forms were also referred to in identifying phases of parenting and themes.

D. Recording material used

Recordings of specific sessions on a sometimes random and sometimes spontaneous basis were implemented. These recorded materials were used to record Stefan's language production and interaction with various materials. They also help to answer the research questions.

Overall, I have reviewed and reflected upon all data sources many times and I had numerous discussions with my supervisor in order to "make sense" of the past three years of parenting in a minority language. The chapters that follow have been structured so that the reader gets a glimpse of the phases of this experience and hopefully can benefit from these glimpses.

## CHAPTER 3

### Anticipation and Reconciling Fears

Around the world there are many inter-marriages or mixed-marriages, also called mixed-lingual families (Arnberg, 1981), i.e. two persons, each one from a different place, ethnic group, language and culture. Each family is unique and can be described by the different language spoken in their home. In a multicultural country like Canada, there are many mixed - lingual family combinations:

1. One parent speaks English, the other French - the two official languages;
2. One parent speaks one of the official languages, the other speaks a minority or ethnic language; and
3. Each parents speaks a different minority language.

Making a decision to parent in two languages can be challenging. It was for us. Before Stefan was born Bonnie and I raised a number of questions about one parent - one language parenting. Upon reviewing my notes and reflections I saw that the first phase of parenting in a minority language actually began at this time. We had to be convinced about how the process of one parent - one language would be implemented and that it would be successful .

Although raising a child in two languages is a generous gift, it is also a challenge because mixed-lingual families are sometimes successful and sometimes fail in two language parenting. "Parents who speak a language other than the officially recognized language of a country and who wish their own language to be retained in the home both by themselves and by their children often do not succeed in achieving this"(Saunders, 1988, p. 2). This author mentions, for instance, the 1976 Australian Census which showed that among immigrants, 44% of Dutch, 31% of Maltes, 28% of German, 20% of Polish, 10% of Yugoslav, 6% of Italian and 3% of Greek immigrants had shifted to using English only. In other words, most of these immigrants will not have passed a home language on to

their children. Instead, they will become assimilated into the strange but dominant language and culture of their parents' new country (p. 2).

Our decision to parent Stefan in two languages required overcoming three main worries: Would Stefan face cognitive risks? Would he be adequately prepared for school? What could be done to assist Stefan in developing competence for producing and understanding language? Reconciling these fears, even before Stefan was born, marks the first phase of our journey to parent in two languages.

**Fear #1: Cognitive risks**

**Does learning two languages instead of one during the preschool years hinder a child's language learning? Does it interfere with cognitive development and intelligence?** We turned to the library's volumes of books and articles to find answers to our questions. The answer is negative. Most researchers now believe that linguistically, culturally, and probably cognitively, it is an advantage for children to learn more than one language (Craig and Kermis, 1995, p. 333).

As outlined in chapter one, there are numerous studies that support that bilingualism has "a positive influence on intelligence" (Arnberg, 1981) and that numerous factors influence the relationship of bilingualism and intelligence - socioeconomic (Paulston, 1975), linguistic competence (Lambert, 1975) and sociocultural features (Cummins, 1975). Self confidence in risk-taking, critical thinking skills and problem solving may be harvested for the child when the foundations of his/her bilingualism are firmly established. In the two language parenting process the child will be encouraged to devise, disclose and discern meaning. In addition, the experience would generate in the child some motivation to learn more.

Even though the research convinced us that there were no significant disadvantages to raising Stefan in two languages, we wondered **how a child masters two languages**.

Learning two languages by the age of five is a complex task involving two systems of rules, two sets of vocabulary, usage and pronunciation. Many children who grow up with two languages in their earliest years, however, show little confusion between the two languages by the age of three, although they sometimes substitute vocabulary from one language when speaking in the other. This has led some linguists to theorize that the young child uses a unitary language system and only later is able to distinguish two separate languages. From the beginning we thought that the process of Stefan's acquisition of Spanish and English would be simultaneous instead of sequential. Simultaneous from birth had better implications for language development and learning. According to Harding & Riley (1986) and Saunders (1982), there is some evidence that bilingual children make use of two separate language systems even as infants (Genesee,1989; Craig, G. and Kermis D., 1995, p. 334). Furthermore, there is also evidence that children "mix" both languages or "code-switch." Macaulay (1980) notes that it is very common for speakers to change from one language to the other even in the middle of a sentence. This "code switching" phenomenon is a perfectly natural process and need not indicate, as was sometimes suggested in the past , any weakness in either language (Macaulay,1980, p. 48). The fact that at five years of age the child sometimes substitutes vocabulary from one language when speaking in the other is not a deficiency in their bilingual condition (Craig, G. & Kermis, D., 1995, p. 334). A more detailed description of early two language acquisition can be found in Appendix A.

If in some moments we were apprehensive about these cognitive risks, after reading the literature we were convinced that we would parent in two languages. (Later, after observing Stefan's progress in the acquisition of both languages, we discarded the concerns entirely).

**Fear #2: Schooling**

**What is going to happen when Stefan begins elementary school?** We worried that Stefan would have grammatical and lexical interferences in Spanish and English. In

addition, we wondered if the school which Stefan will attend will support his bilingualism. We also wondered if Stefan would develop enough choices of "style, manner, and grammatical form" in English and Spanish to face a variety of different circumstances in his future. Finally, would he develop both orally and literacy in Spanish and English over time? Probably there will be grammatical and lexical interference in both languages. English influencing Spanish "in word order and stress," and Spanish influencing English "in the category of gender." However, I do not think that there will be phonological interference in either language, nor merging of grammatical structures.

**Will the school support Stefan's bilingualism?** We worried about what might happen to the foundations of bilingualism that we built in Stefan's preschool years. When he began school, naturally we hoped that the school would be supportive of any student's bilingualism, but we feared the possibility of teachers or students showing hostility or indifference. Garcia (1988) suggests that negative influences can be reduced when parents of bilingual children participate in school activities. We also hoped that Stefan would have bilingual teachers or teachers who valued other languages and understood some of the challenges young bilingual children face, eg. code switching.

**Would his language develop so that he had enough choices of "style, manner, and grammatical form that he can use for his own purposes"?**

Without being able to hear Spanish being used in a variety of everyday situations by a range of people, for instance at church, a party, the store, and other places where Spanish is spoken, would he develop a broad functional use of Spanish (what Halliday 1976), terms regulatory, instrumental, interactional, imaginative, representational, heuristic and personal). Would he develop enough choices of style, manner and grammatical form to express himself for a variety of purposes? Villiers and Villiers (1979) add the importance that both flexibility of language's use as well as the reflection on language have for the first years of schooling in the learning process of reading and writing (p. 4). In other words, it will be imperative that we create many opportunities for Stefan to encounter

Spanish in and out of the home. In reflecting on our lifestyle we knew that I would speak Spanish with Stefan at all times in and out of the home. My son, Julius, who lived with us would do likewise. Many Spanish speaking friends visit us regularly so Stefan would experience Spanish spoken by many others of varying ages. Also we continuously watch Spanish videos and listen to Spanish music. Sometimes we shop at stores where we use Spanish. So Stefan would know that Spanish is spoken by many people in many places. Since it is well known that rich language experiences in pre-school years contribute to long-term language proficiency, we worried about the "richness' of language experiences Stefan would have in Spanish, a minority language in Edmonton. Hence, we did not worry about his learning English, the major and dominant language that children learn effectively in a very very short time.

**Will Stefan develop the four language skills in Spanish at the same time?**

Macauley (1980) says that "the circumstances in which the two languages are learned is as important as the age at which the second is learned" (p. 48). He notes, for instance, that between the language a child learns at home and a second language learned at school there will be differences. Not only will the quality of language input differ but also the uses of language will be different. Thus "even if the child becomes fluent in both languages it does not follow that the child is equally proficient in both" (p. 48).

Cummins (1981) states that although the four language skills are obviously interrelated in some ways, there are other modes in which they are clearly independent; for example knowing how to speak does not guarantee that a child will be successful in acquiring reading and writing skills (Cummins, 1981).

With opportunities to hear many people speak Spanish in a variety of settings we were confident that Stefan would develop oral proficiency. Since we also knew that we would be laying the foundation for emergent literacy (Holdaway, 1979) in both languages, we also felt that it was better for Stefan to develop oral Spanish in his preschool years than no Spanish at all.

In sum, the research also convinced us that there should not be any resulting problems in Stefan's learning process when he begins his public schooling . For him to attend a Spanish bilingual program would be preferred, although currently one does not exist. Also, another option to consider would be a bilingual program in another language. We are certain that in spite of grammatical and lexical interference in both languages Stefan will probably not produce a merger of lexicons or grammatical structures. Nor will Stefan devise phonological interference. To contribute to Stefan's transition into formal schooling and to ensure school support of bilingualism we are planning to participate in school activities. We are confident that Stefan's language will attain flexibility to accommodate to the most varied circumstances. Finally, we have learned that speaking Spanish and English does not ensure that Stefan will mechanically be "successful in acquiring reading and writing skills" (Cummins, 1981, p. 1) in both languages. We are sure that the required work that has to be invested will be fecund.

**Fear #3: Does the adult's role determine the child's competence for producing and understanding language, or is it the child's role which determines it?**

> The findings in this respect show that the role of adults in the child's linguistic development has been a source of wide disagreement among linguists and psycholinguists, particularly over the past twenty years. Two extreme positions generally labelled "behaviorist" and "nativist" have been strongly advocated and equally strongly attacked. The behaviorist view emphasises the role of parents in shaping the child's language. According to this view the child is encouraged through rewards (positive reinforcement) to produce sounds that more and more come to resemble those in the adult language, while other sounds the child produces are discouraged through lack of reward or response (negative reinforcement) (Macaulay, 1980, p. 5).

The process of language development is seen by behaviourists (Macaulay, 1980) as a gradual and cumulative one with the adult playing a very large part in modelling and reinforcement. In contrast, the nativist view of language development places a greater emphasis on the role of a child. The child is considered to be born with very specific language learning abilities that enable him or her to develop a sort of rule (competence)

for producing and understanding language (Macaulay, 1980). In this process adults play the relatively minor role of supplying the evidence for the child's hypothesis and testing (Macaulay, 1980, pp. 8-9). Other aspects of language acquisition are described in Appendix B.

The parents' role and the child's own cognitive predisposition are two parts of many that form a whole. The role of parents in the foundations of their children' s potential bilingualism is unquestioned. Parents must be language models or "providers" (Interview with Bilash, 1999), give their child a "lot of affection;" and provide the child with "considerable attention" (Fantini, A., 1985, pp. 25-26). Even more, travelling at an early age dispenses children with "contrasting cultural experiences and language immersion" (Fantini, A., 1985, pp. 26-27).

After reading articles and books, conversing with parents of mixed-lingual families and continually reflecting we are able to confirm that to build the foundations of bilingualism is a work of two components. Firstly, Stefan's own cognitive, physical and emotional conditions to learn and acquire a language. Secondly, our generous contribution as parents. In these early stages of two language parenting we recognized that we were serious in our mission to bequeath Stefan with two languages, so as parents we had to

- love him and always express our love to him.
- persevere in modelling the language to him.
- expose him to Latin American cultural experiences and to immersion in Spanish.

At this point, as parents we expected the following in return:

1. That Stefan would have a life of spiritual enjoyments: music, literature, art, theatre, travelling and personal relationships in two languages.
2. That his understanding and respect for other peoples and cultures would be reflected in his thinking, feeling and acting.

3. That he would grow with a strong pride in his bilingualism and with a strong sense identity and self-esteem.
4. That his study and learning-acquisition of languages would generate cross-cultural awareness. Because of his birth place and his parents's origin he is Canadian and Salvadorian, but I expect that he will feel, think and act without inhibitions as a world citizen.
5. That being bilingual, Stefan would facilitate the learning of his third and/ or fourth languages.
6. That after studying a third language in high school, Stefan would perform better academically at the college level than if he had not studied a third language.
7. That he would develop his intellectual powers (Mollica, 1999, p. 3).
8. That he would learn useful listening skills, learning skills and self-discipline.
9. That there would be a permanent process of sharpening his mind and shaping his personality.
10. That he would be sufficiently creative and flexible in his thinking and capable of problem - solving.
11. That being bilingual he would improve his English vocabulary at preschool and/or elementary school so that he would have a larger vocabulary than if he were monolingual (Mollica, 1993, p.3).
12. That his reading skills (comprehension and speed) would be strengthened as a result of being bilingual. Also he would be able to transfer his reading skills from one language to the other(s) (Mollica, 1993, p. 3). I have the same expectations for his oral communication skills: listening aptitude and speaking his two languages, Spanish and English.
13. That being bilingual he would find more educational and career opportunities in Canada and overseas (government/politics, media, business and trade, education, travel industry and translation).

There is no doubt, being bilingual is priceless; it is a powerful reason to study this topic. It is not possible to include the whole argument; however, I am satisfied because Stefan will become bilingual and he will gain the above advantages and more.

**Conclusion**

Those fears mentioned above did not undermine our determination to parent Stefan in two languages. We found that the process of two language acquisition would not provoke serious negative effects on Stefan's cognitive abilities nor diminish his intelligence. Through two language parenting Stefan should be able to understand both languages, though in some contexts would likely use more English than Spanish and vice

versa. And, with a broad range of opportunities to use Spanish and English, he would gain a balance of proficiency in both languages. We also recognize that schooling will provoke challenges and difficulties for Stefan; but we are sure that he will overcome these. We will be there at school in his transition! Also we will continue to provide him with more language to communicate in varied and alive situations!

## CHAPTER FOUR

### Trial and error: beginning parenting in two languages

This research primarily addresses Stefan, who has been parented in English and Spanish since he was born on December 11, 1996. This research ends when Stefan is about three years old. During the first few years of the study I was an explorer of Spanish language parenting. Although I have six other children never before was I actively involved in daily parenting. (I am the primary child care provider while Bonnie is at work during the day.) Never before did I have to be so conscious about my role as a Spanish language model and transmitter. In reviewing my journal and field notes and through discussion with my supervisor I see that this early period of parenting was one of experimentation. The more I discussed the more I adapted what I did and what materials I used with Stefan. What most helped me to both see what I was doing and then better plan meaningful Spanish language encounters with my son was Bilash's INPUT- INTAKE - OUTPUT model. See Figure 1.

**Early Plans**

Soon after reconciling our fears Stefan was born and I began to parent. What follows is diverse and shows the "trial and error" method that I see now describes my early efforts. Early plans consisted of setting the ground rules, strengthening the Spanish language and culture setting in the home, acquiring materials for Stefan, creating a daily routine and developing the habit of recording daily events. In the beginning I tried to anticipate what would need to be done to make learning a minority language possible. Accordingly, Bonnie and I conceived and agreed to the following:

1. We would collaborate in building the foundations of Stefan's bilingualism Spanish-English.
2. We would apply the "one person- one language" strategy.
3. I would care for him from 8:00 am to 4:00 pm in Spanish and his Anglophone mother would care him for after 4:00 pm.
4. We would ask the other two children at home to speak only Spanish with Stefan.

Second, the Spanish language and cultural setting at home was strengthened. With Spanish being the minority language, I had to resolve how to empower a "functional territory" for Spanish at home, using learning resources available in Canada. This meant identifying Spanish settings that already exist, identifying the need for other new Spanish settings in the home, and deciding where to locate them. This was done as follows:

1. A language and culture Spanish or Latin American atmosphere was created with photos, paints, signs, calendars, maps, supplies, table cloth, bed cloth, ornaments, and some furniture.
2. Spanish music, radio, audiotapes, TV channels, videos, and other electronic audiovisuals were selected and located in handy places.
3. Toys, alphabets with Spanish or Latin American shapes were acquired.
4. In Stefan's cama-bus we located some Spanish books and toys. While he plays, I sing. Every night at bed time I read stories then sing a potpourri of children songs and lullabies.
5. In Stefan's play area there is an easel, paper to paint on, paint tubs and brushes, sidewalk chalk, washable felt pens, a paint supply kit: white, blue, red , yellow, and green. There is a bookcase that contains two red and yellow baskets with most of his books; in a blue basket is an assortment of vehicles; a green basket contains an assortment of stuffed animals. On the second shelf of the bookcase there are stuffed puzzles and a magnetic board with letters. On the top of the bookcase there is a train with its machine and wagons. On a wooden stand is a keyboard. There are also clippings from the newspaper: cars, trucks, jeeps, vans, big trucks; also there is a cassette player and three blank tapes. In the kitchen on the refrigerator door there are many magnetic letters and numbers. In the basement are wooden blocks, hammering pegs, a telephone, an inflatable tiger, a clock and another assortment of cars.

Third, learning resources appropriate to a 0 to 3 year old boy were acquired. These included:

1. Print materials such as children's books, magazines, comics, pamphlets, brochures, and others.
2. Audiovisual materials including posters, maps, videos, TV programs, games, audio tapes and radial programs
3. Many manipulatives such as alphabet, boards, magnetic letters and board, building blocks, and others. See Appendix D.

Creating a taste of the language and culture of Latin America in the home, strengthening Spanish settings and building others at home, as well as acquiring learning resources appropriate to a 0 to 3 year were provisions that helped to create favourable conditions for Stefan's Spanish language development. We also realized that "every place is a learning environment for a child, regardless of where the family lives or what kind of home the family lives in" (Dodge, 1996, p. 1). In fact, there are many authentic or natural sources available in bilingual parenting. In the case of bilingualism which includes Spanish as one of the two targeted languages, many resources from the various Hispanic cultures are available. Although Centurion, (1997) suggests the following to teach bilingual education classes, some of his ideas may be applied creatively in bilingual parenting at home.

> With the appeal of rhythm, rhyme, and game-like feeling, they can be used to teach expressive vocabulary, numbers, colours, pronunciation, language rhythm, and even the use of accents while amusing students. Examples given here include short poems, a counting game, a colour drill, a tongue twister, a proverb, three fables by different authors, a group guessing game, a short saying about accents, and an exercise in which students in a group create a story by chaining sentences." (Centurion, H., 1997, p. 1).

The challenge is to decrease the enormous influence of the English environment.

Fourth, a daily routine was identified for Stefan. It included:

| | TIME App. |
|---|---|
| Wake up | 7:30/8:00 A.M. |
| Breakfast time | 8:00/ 9:00 A.M. |
| Play time | 9:00/10:00 A.M. |
| Bath time | 10:00/10:45 A.M. |
| Dressing | 10:45/11:00 A.M. |
| Play time | 11:00 A.M./12:00 M |
| Lunch time | 12:00 M/1:00 P.M. |
| Play time or nap | 1:00/2:00 P.M. |
| Nap or play time | 2:00/3:00 P.M. |
| Walking/going to the park | 3:00/4:00 P.M. |
| Playing time or watching TV | 4:00/5:00 P.M. |
| Supper time | 5:00/6:00 P.M. |
| Play | 6:00/700 P.M. |
| Play/visit Grandma | 7:00/8:00 P.M. |
| Snack | 8:30/9:00 P.M. |

| | |
|---|---|
| Getting pyjamas | 9:00/9:15 P.M. |
| Bed time | 9:30 P.M |

This schedule functioned when Stefan was 0 to 2 years old. I accommodated my sessions as a Spanish language model - transmitter as well as my program of observation to his routine. When he was older the routine was frequently altered.

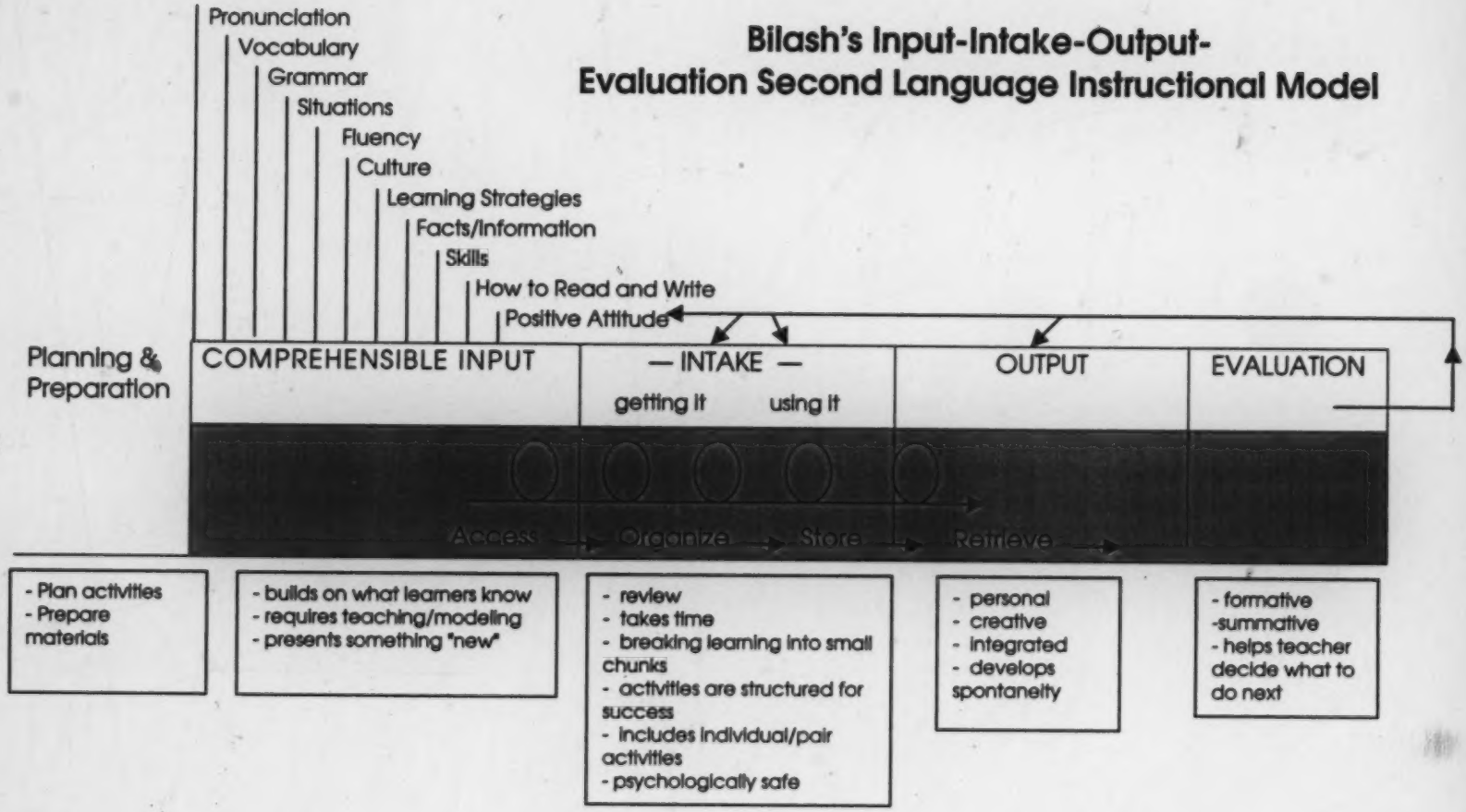
Fifth, we agreed to keep regular written records of Stefan's linguistic development in both languages. Finally we agreed that I would remain conscious of using Spanish and speaking a lot (INPUT) as well as creating opportunities for Stefan to use as much Spanish as possible (INTAKE and OUTPUT).

I consider that these decisions were appropriate, not only in terms of Stefan's future but also in terms of strategy. The participation of the other two siblings was also appropriate, and even the schedule to care for Stefan seemed to be fair and convenient for everybody.

**INPUT - INTAKE - OUTPUT MODEL**

In an attempt to develop a 'common language' that second language teachers could use to talk about their practice, Bilash developed a model integrating second language teaching and learning ( see figure 1). I have found this five phase model helpful in examining Stefan's language development and in describing what I did as a parent-language model-transmitter. Bilash's model, admittedly recursive, follows from planning and preparation to comprehensible input to two intake phases in which the learner first must reach understanding of what is being conveyed ("getting it") and also be able to apply that understanding ('using it'). The final phases she describes are output and evaluation.

# Bilash's Input-Intake-Output-Evaluation Second Language Instructional Model



**INPUT**

Bilash's model demonstrates the great variety of types of INPUT that a second language teacher is ultimately responsible for and emphasizes the need to make that INPUT comprehensible. She notes that there are many types of INPUT. INPUT includes modeling pronunciation, teaching vocabulary and appropriate formal and informal grammatical constructions, establishing exposure to and modeling of language to be used in select situations, transmitting socio - cultural - linguistic knowledge and behaviours, passing on historical, geographical, musical and literary information and traditions, teaching a child how to learn (i.e. learning strategies), providing the necessities for the development of literacy (reading and writing), and instilling a love and passion for the language and culture (i.e. a positive attitude). This model reminded me of how much is embedded in every word and phrase I say. In addition to modeling pronunciation, vocabulary and syntax I am also passing on cultural knowledge and values to my son. This responsibility is sometimes overwhelming. The model also reminded me that I must make INPUT comprehensible for Stefan, that everything I say is an act of transmission to him, and that I must repeat things many times in the first years of his life before he will ever utter an intelligible word.

My journal and field notes show that Bonnie and I were very aware of providing comprehensible input. We facilitated Stefan's understanding of the language by

| | |
|---|---|
| -simplifying talk | eg. *¡Buenos días, buenos días, amigos de Stefan!* |
| -speaking slowly and clearly | eg. *¡Los amigos de Stefan tienen pan y no nos dan!* |
| -rephrasing key ideas | eg. *Papy, ¡quiero galletas! ¿Dices que quieres galletas, por favor?* |
| -repeating important words and *conceptos.* | eg. *Estos elefantes se columpiaban sobre la tela de una araña. Esos elefantes se columpiaban...* |

| | |
|---|---|
| -explaining and defining words | eg. *Esta es la I de iglesia adonde va la abuelita.! ¡Y esta es la T de tomate - rojo y rico!* |
| expanding utterances when. necessary | eg. *Al cochinito también se le llama puerco, marrano, chancho, cuche, ...* |
| -checking to assure that Stefan understood by asking questions | eg.. *La vaca dice muu. ¿Qué dice la vaca?* |
| -training Stefan to ask questions when he does not understand | eg. *¿Qué? ¿Por qué? ¿Podrías repetir por favor? ¿Qué quieres decir con eso?* |
| -using illustrations to facilitate understanding (pictures, charts, tables, graphs, and others). | eg. *(Pointing a map) Este es El Salvador, adonde vive Mamaydeé.* |

The type of INPUT we used with Stefan did not include complex syntactic structures that generally adult native speakers of the target language use. Rather it could be characterized as "caregiver talk" or the use of simple sentences with only a small range of grammatical relations, stressed and slow intonation, and use of many known-information questions (Scarcella and Oxford, 1992, p. 36):

> Eg. *El pa-j-a-ri-to vue-la, el co-ne-jo sal-ta, el ca-ba-llo co-rre, el pez na-da.* (Pointing to one of his plastic animals I ask) *¿Qué es esto?*

In caregiver talk I used "a high level of redundancy" (Scarcella and Oxford, 1992, p. 36) and "focused" on the here and now"(ibid, p.36)

> *Eg. Mira, mira un bus amarillo. Es un bus de la escuela. Aquí va el bus. Ten el bus amarillo de la escuela.*

Caregiver talk also modeled clear pronunciation. The reduction of vowels and the use of contractions is avoided. "The learner receives the full word form" (Scarcella and Oxford, 1992, p. 39):

> *Eg. Voy al patio a jugar.* (Instead of *Voyal patio a jugar*)

*Tortillita para mami.* (Instead of *Tortillita pa' mami)*

I spoke more slowly and my articulation was clear and easier for "the learner to understand" (Scarcella and Oxford, 1992, p. 39):

> Eg. (Singing *Pa-ra su-bir al cie-lo se ne-ce-si-ta u-na es-ca-le-ra grande y o-tra chi-qui-ta.* (Instead of *Parasubiral cielo senecesitunescalera grande iotra chiquita.)*

With time I used longer pauses so that Stefan could "easily hear and attend to the language (Scarcella and Oxford, 1992, p. 39):

> *Eg. Ahora vamos a leer un libro (pausa) Más tarde vamos a jugar con la pelota (pausa) ¿De acuerdo?*

I remained conscious of using less slang and fewer idioms and sufficient "gestures and pictures to accompany lexical items" (Scarcella and Oxford, 1992, p. 39).

> *Eg. Un elefante se columpiaba* (balancing my body and gesturing) *sobre la tela de una araña* (pointing to a spider's web,,,?) *Y como viera que resistía fue a llamar a otro elefante* (waving my right hand as if calling the elephant to come)

I also provided Stefan with ample praise so that he received "an affective boost" (Scarcella and Oxford,1992, p. 39):

> Eg. *¡Hijito, usted comió muy bien!*

I remained conscious of being a model of "good' Spanish grammar for Stefan. I used short MLUs (Mean length of utterance) so that Stefan could easily process and analyze grammatical structures (Scarcella and Oxford, 1992, p. 40).

> *Eg. Mira, el bus amarillo de la escuela ya viene.* (Instead of *Mira tú, el bus de la escuela, que es amarillo, ya viene*).

I repeated phrases often to give Stefan "more processing time" (Scarcella and Oxford,1992, p. 40):

*Eg. Las siete cabritas estaban solas. Sí, su mamá cabra había salido.*

I also made 'more requests for clarification" from Stefan (Scarcella and Oxford, 1992, p. 40).

*Eg. ¿Qué? ¿Qué quieres decir? ¿Lo crees tú?*

Bonnie, Julius, Rocío and I also attempted to provide consistent INPUT throughout the day. Each of us

1. consistently spoke the assigned language during routine activities,
2. permanently conversed with Stefan in the same language,
3. frequently danced, sang, and dramatized meaning,
4. provided Stefan with input from storytelling books, the immediate receptor of lexicon or vocabulary. (In the middle and long term this also enhanced his reading development.),
5. played with Stefan in the designated language (to help him "gain the skill to use symbols and representation for things and events in the environment, providing the basis of their further use of language" (McKimmey, 1993, pp. 14-15), and
6. provided Stefan with questions, explanations, rhymes, games, tongue twisters, fables, stories and songs, assuring the means to become a "member of the world of communicators" (Baghan, 1984, p. 1) and providing him with "authentic" language and cultural experiences.

To foster appreciation of the Latin American culture we played a rich variety of music for Stefan. He is able to differentiate instrumental music as 'Spanish' by listening to the rhythm and beat of the music. We also wrote and illustrated traditional Latin American songs and tales into storybooks for him.

**INTAKE**

The division of what Bilash calls INTAKE into two phases - 'getting it' and 'using it' - has been helpful for me to see myself as a language guide for Stefan. INTAKE acknowledges that

> The notions of innate structures notwithstanding, language is learnt over a period of time and involves environmental input. This includes input from the physical environment, caretakers, siblings and others, together with language learnt by the child on his or her own initiative with or without supervision, either through the maturity of the nervous system or through some other natural gift (Syed Sibte and Khurshid Ahmad. 1996, p. 3).

Learning a language is devised by the concurrence of natal conditions that allow the child to learn and the input given by parents, care givers and others who surround the new born to toddler. Input transfers the perception of things and events; intake accounts for the role of the brain in forming concepts, the child's discrimination, and his/her learning of functional words:

1. the child receives two types of input from his or her environment: one is perceptual input that enables the child to categorize entities and events, and the other is linguistic input in the form of the caretaker's language, mainly as 'two-word collocates";
2. the innate ability of the brain then helps the child to understand his or her environment, abstracting critical semantic features to form concepts and storing them in a *concept memory;*
3. the child also discriminates between the phonetic content of the linguistic input from caretakers to develop a repertoire of words- the word lexicon; and
4. at the end of sensori-motor development, the child learns functional words (Syed Sibte and Khurshid Ahmad. 1996, p. 3).

I know that Stefan needs time to process what he is being exposed to and that while he is thinking he is accessing, organizing, storing and retrieving what he has been exposed to and taken in. I know that I must spend ample time with him one on one for his language to develop and that time must focus on his many ways of learning (audio, visual, kinesthetic, tactile, musical, interpersonal, sequential). Children often "unconsciously internalize and then experiment with patterns they hear in speech around them (Scarcella and Oxford, 1992, p. 35). In other words intake "is what is processed by the learner."

Intake is not what is available for processing. "Input may or may not facilitate the language development since only a small portion of this input serves as intake" (ibid, p.36).

Language learning occurs when the learners' Zone of Proximal Development receives skillful assistance. This is what helps the child "get it". During Stefan's first years Bonnie and I each assisted Stefan with language development in the following four ways:

1. provided Stefan with comprehensible input
2. we encouraged him by
   - Complimenting: *¡Oh, ya sabes contar!, ¡perfecto!*
   - Boosting communication ¡*Vamos! ¡Dime más!*
   - Promoting non verbal expressions (smiling, gesturing positively)
3. we helped Stefan retrieve "key words and ideas"by asking him questions *¿Cuál es el animal más grande del zoológico?*
4. helping Stefan to interact by using
   - Confirmation checks *¿Es esto lo que estás diciendo?*
   - Comprehension checks *¿Entiendes lo que digo?*
   - Clarification request *¿Qué quieres decir con eso*?

**OUTPUT**

Bilash's description of OUTPUT is characterized by a person being able to speak spontaneously, create new utterances that are personally meaningful and in that creation to integrate many aspects of INPUT simultaneously. It assumes and overlaps with the INTAKE phase. This definition has helped me to record Stefan's linguistic development in several ways. First , as the letter in Appendix E shows, I recorded highlights of Stefan's output over six month intervals. I was also able to do word counts of his vocabulary. Second, I was able to discern in my observations of him at play when he was playfully repeating newly heard phrases or actually creating new meaning. Finally, I realized how much language is modeled and repeated in the first 18 months (or more) of life before a child even begins to utter comprehensible language.

Bilash's EVALUATION phase states that whether formative or summative, the teacher (and parent) in some way makes a decision as to what to do next. Is the learner ready for something new? Does the learner need more time to process and learn? Does the learner 'get' the concept? Does the learner need more guidance? As parents, my wife and I often responded instinctively with modeling language to Stefan. We said something, he responded, we confirmed or echoed back or extended his thought. Halliday calls this 'mother-ese" (which is for fathers, too!).

**Stefan's Spanish Language Program**

Soon after Stefan was born I learned about this INPUT - INTAKE model and since then have used it to design and implement activities for Stefan. The INPUT-INTAKE-OUTPUT approach contains questions, explanations, rhymes, games, stories, songs, and "authentic" language and cultural experiences (Baghan, 1984, p. 1). All these materials make for comprehensible input addressed not to establish grammatical matter, but genuine communication (Krashen, 1985, p. 39). I learned that the understanding of bilingualism has to do with contexts, inputs, intakes and outputs (Baker, 1993). The

contexts are located within our home - the immediate and functional territory of language development where the INPUT-INTAKE-OUTPUT process occurs. Input consists of the "nutrients" that I provide to Stefan's bilingualism. Intake, on the other hand is a two way route; I give Stefan some language "food" and thereby boost his use of it. Output is the production, the harvest: Stefan's word(s) and sentences. In this way I was becoming conscious of the differences between natural pedagogic processes and planned educational activities. Parents who work in a mother tongue never have to think about whether or not their child will learn the language. Some rarely think about what they do or say to their children. Theirs is a matter of day to day survival. Others, more aware, may think about ways to enrich their child's experience, but when this is done in a majority language setting do not examine questions of language.

In Western Canada, passing on Spanish to Stefan required both natural pedagogic practices and planned educational activities. I had to plan not only activities that would enrich his life and experience but also provide him with opportunities to be exposed to the Spanish language and activities to encourage and maximize its use.

INPUT of Spanish language and culture was provided throughout Stefan's daily routine, through background music, verbal and non verbal communication and mounted settings at home. INPUT of Spanish language and culture was also provided through scheduling time for daily sessions of listening (short stories, music, songs), watching (children comics, pictures, photographs, cartoons), reading (children's books, alphabet, and so on), and drawing and writing (on free topics).

The time for these sessions of "teaching-learning" process was flexible. To avoid disrupting Stefan's routine, I used to incorporate these sessions in the time of routine activities. For instance:

We listened to stories, music and songs frequently at breakfast and lunch time
App. 8:00 to 9:00 A.M.
12:00 PM. to 1:00 PM

We looked at comics, pictures, photos, etc. during play time in the morning
App. 9:00 to 10:00 A.M.
or 11:00 A.M. to 12:00 PM.

We read a variety a variety of books during play time in the afternoon.
App. 1:00 to 2:00 P.M.
or 2:00 to 3:00 P.M

We drew and wrote in playing time in the evening.
App 6:00 to 7:00 P.M.

At home, Bonnie and I chose children's literature that in general reinforces the cognitive and language development of our child. We were convinced that if the goal was to seriously contribute to building the foundations of Stefan's bilingualism, it would require taking the time to select the appropriate printed materials in the particular targeted languages. As parents we used these tools at home to record and monitor reading and to know if Stefan was delighted or displeased with the book we were reading to him.

Daily bath time was an important play/learning opportunity. With many bath toys and animals Stefan initiated games and rituals. Through questions (eg. *¿Quieres más espuma en tu tina?* or *¿Cuál cubeta crees que tiene más agua?* I was able to boost vocabulary and communication, help him retrieve key words and stimulate his verbal interactions. Acknowledging his play initiatives (eg. *Tú pones todos los animales en la cubeta*) also validated his play choices, and along with positive feedback, encouraged him.

Some of the assistance provided to Stefan was spontaneous, which refers to the natural pedagogy that parents do with their children. Inversely, others were planned and more teaching oriented. Bonnies's input was in English and mine in Spanish. We used a variety to print and non - print materials in our interactions and exposed Stefan to useful, meaningful input that he might use in real life situations. In other words the interaction with Stefan "must push" him to use his "linguistic abilities to maximum" (Scarcella and Oxford, 1992, p. 34). We also tried to introduce him to a wide range of topics of conversation.

Based on the child's interests and needs, a continual process of INPUT-INTAKE-OUTPUT of listening (in daily communication, as well as in songs and short stories), reading and playing generated Stefan's ability to comprehend and produce words, phrases and sentences. In this particular case it occurred thanks to the combination of natural-pedagogy of parents and teaching-learning sources in bilingual parenting.

The period called "Beginning parenting in two languages" extended over 2 years. It included acquiring resources, building Spanish settings, developing a sustained program of observation, and implementing a stable program of INPUT-INTAKE-OUTPUT. This has been an intensely wealthy period. I am very satisfied with the number and quality of observations used to construct this chapter. They are varied, trying to cover diverse circumstances and moments: such as alone, with company during the day and evening, playing, eating, bathing. Moreover, the observations covered different ages or stages of Stefan's development. Furthermore to guarantee multiple coverage, data generated by different tools was examined: diary or journal that includes notes, anecdotes, reflections, letters and others in order to register Stefan's journey of his two language acquisition process; notes of Stefan's verbal and nonverbal expressions; observations of Stefan's comprehension and production of Stefan's verbal and non-verbal expressions during his daily routine; and finally recordings on tape, both of planned sessions and on a spontaneous basis.

This chapter describes a period of trial and error mainly highlighting the pleasures and satisfactions I have accumulated. However, these 36 months were not always filled with such pleasures. In chapter 5 I describe the deep uncertainties that pervaded my soul during this time period. Even as I am writing these lines those uncertainties still provoke anxiety!

## CHAPTER FIVE

## Deep Uncertainty

Raising a child in two languages is not an easy task. There are painful moments of uncertainty that profoundly lacerate my well being. These are moments saturated by anguish, stress or sadness. They are like scenarios of a silent war between two languages or its respective speakers. In addition, I suffer losing the support of my family in generously sharing the minority language with Stefan. Furthermore, I have been living through an intermittent feeling of isolation throughout this process. Finally, since the beginning of this journey I have been suffering a profound and continual uncertainty: what will occur when Stefan enters the public school? Whereas before Stefan was born I worried about him not having sufficient English, I now worry that he will become unilingual.

**Uncertainty 1: Scenarios of a silent war...**

The power of the Canadian - dominant system, culture and language frequently impacts our mixed-lingual home. There the dominant culture and language, Anglophone, and the minority culture, Spanish, are expressed. The presence of the dominant culture imposes norms, expectations and limitations. Hence, in parenting in two languages there is a kind of "competition" between the two languages. In our home the following four micro - scenarios reflect the "dispute" which exists in the national - macro territory:

1. **Which video to play for Stefan: the Spanish one - even thought its poor quality- or the English one - in spite of its reinforcement of the dominant language?**

Since Stefan was one year old (Dec. 1997) he recognized who spoke which language. He could ask his mother for material in English and me for material in Spanish. However, on a few occasions he committed the sacrilege of asking me for the "censored" materials.

Applying my best pedagogy I offered instead some Spanish material: a book, audiotape, or a videocassette.

From December 1997 to June 1998 when Stefan was one to one and a half year of age I put away English materials such as books, audio cassettes and videocassettes. I left a few of them handy for Stefan. Gradually the quantity of English materials increased again, especially the books. I put them away again , and after a while, again the books reappeared. Whenever I returned home after being away, Stefan was watching one of the "banned" English videocassettes. I suffered from this and because Stefan saw this movie or series many times, I suffered often!

It is June to August 1999 and Stefan is 2 years and 6-8 months old. I want to play a Spanish video for Stefan to watch. "But it has several violent scenes, you know," says my wife. I know that there are certain violent parts, but not too many, I defend. I put on the video and Stefan enjoys it. He watches the video many times. I can see that it helps his vocabulary and syntax, but the progress is not visible to others. Unfortunately, the very obvious things are his shouting, hitting, wrestling, kicking and more.

### 2. Which printed material to provide for Stefan - this "lavish pop-up edition" book in English or that book in Spanish that has been poorly translated from English, or is lacking attractive, alive colours and an interesting format?

Since Stefan was three months old (March 1997) I have been concerned that here in Edmonton Spanish books are not only scarce, but those few that are available are very poor in content as well as in presentation. Being a school teacher, my wife is continually able to buy beautiful books in English. One of these is "The 12 Days of Christmas". This is a "lavish pop-up edition by award-winning author, artist, and paper engineer Robert Sabuda." When his mother reads this book, Stefan listens captivated, unfolding the intricate paper cut work carefully and turning each page with expectation, to see what animal will 'pop out' at him. I lament the lack of this kind of resource in Spanish.

I am reading Stefan the books "Dinner Time" by Jan Piankowski (1998). He likes me to point to the written words and graphics while I read. He has begun to establish the relationship between the oral words and written and graphic symbols. Here, I am translating an English book and pointing just to the "monsters" that illustrate the book. Inversely, our Spanish books do not hold Stefan's attention for a long time!

3. **And what about music? Even though I have a variety of Spanish music for children, I am wary of the attractiveness of the "Old Toy Trains" interpreted by Nana Moskouri, "Collections" by Fred Penner and "Bananaphone" by Raffi. I am sorry to say that among the children's music in Spanish we have, there is not one singer with the charisma of these three.**

Christmas (1999) is coming again and Stefan is three years old. Nana Moskouri is one of our favorite singers, so last December we bought her CD "Christmas." The first time Stefan heard this CD, he chose which song was his favorite. He frequently asked his mother to play the CD. When his song was over he ran to move his little chair, stood up on it and pressed the replay button. Then he sat pensively while listening to "Old Toy Trains" by Roger Miller once again. The truth is that it is beautiful music! What can I do?

Two of the "banned" English CDs are "Collections" by Fred Penner and "Bananaphone" by Raffi. Sorry to say that among the few collections of children's music in Spanish we have at home, there is not one singer with the charisma of these two. I isolated those two CDs and many printed materials in English. I did it consciously to decrease the enormous presence of the dominant language at least until Stefan was three years old. On December 11, 1999 he will be three years of age and I am in a dilemma. I am certainly depriving him of beautiful audiovisual and printed resources that would delight him. In addition, as my wife points out, to deprive him of experiencing "the richness of the English language does not automatically mean that Spanish will be substituted, (but it may cause a lack of exposure to English which has ramifications for his experiences now, and possibly for his

development later!)." Inversely, releasing this material will spread more and more English into his day. To "release or not release" these resources, that is the dilemma that keeps me in eternal anxiety.

4. **Sometimes urgencies appear and we have to look for somebody who can care for the children during my absence. Concrete, generous help mainly comes from Bonnie's family. All of them speak English with Stefan. I would like to have Spanish speaking relatives who might help us, too.**

I am not depriving Stefan of the English language: his mother and his sister at home, his grandma across the street, his beloved Duane and Carole, his cousin Jennifer who babysits him... "feed" him more than enough English. To date (December 1999) there is not a peace agreement in this silent war. I know what will be the destiny of the smaller party when the peace agreement is signed! Despite the lack of appeal of the Spanish books I have, I am not giving up! With all the disadvantages of my Spanish videos and audiotapes of music and stories, I am still stubborn enough to press on! Unfortunately there is nothing that I can do to have my Spanish speaking relatives available to give us a hand in caring for Stefan's speaking Spanish with them.

**Uncertainty 2: Losing support within the family**

Life is full of changes. As my older children age their lives take new turns. In this journey of Stefan's two language acquisition I made too high expectations regarding the possible roles that Julius and Rocío would have. I figured that both would interact in Spanish with Stefan in their daily communication. On November 25th, 1999, Rocío turned 14 years old. She attempted to speak Spanish to Stefan but he firmly rejected communicating with her in Spanish: "In English, please, Rocio!," he stated each time. So Rocio did not attempt to use Spanish any more and I can not expect her to have the self - discipline of an adult or parent who recognizes the potential loss of a minority language. Since that moment the communication between Rocío and Stefan - when fighting or sharing - is in English. On the other hand, Julius was not very talkative, and therefore not a major source of language input. Still Stefan recognizes him

as his brother who speaks the same language as *Papy*. Unluckily, Julius went to El Salvador last May and when he returned to Edmonton he did not come back home to live.

I am not blaming my beloved Julius and Rocío for reducing the amount of Spanish Stefan would hear. I am simply pointing out how isolation has been my undesirable partner in this journey. I am simply acknowledging that the changes in my two older children's lives alter the linguistic balance in our home! My journal reveals this:

> Before Stefan is 2 years old, he identifies that at home *Papi* and Julius speak a language to him; and that his mom speaks to him in a different one. In the meantime, Rocio also attempts to talk to him in Spanish but he usually resists her. More than "rules" these are practices that run at home. On Dec 26th, 1998, Rocio left for El Salvador, and on May 1st, 1999 Julius did so as well. In the meantime, the influences of Stefan's mother's family are frequent and energetic, playing an intense role in our family. Thus, at home, English, the major language, is tremendously strengthened while Spanish, the minor language, has only one speaker: Stefan's father.
> ...It seems that my son Julius is not coming back to this house so his help is discarded. Rocío came back on July 26, 1999. I had been expecting that she would help me by speaking Spanish to Stefan but she speaks mostly English to him. This enlarges my feelings of isolation in my self imposed mission. Nevertheless, the pains and struggles are a sort of investment in Stefan's future. There is a hope that gradually he will develop a wider vocabulary, more creativity in using language in talking as well as in writing, and paths to the varied cultures that frame both languages.

What can I do to restore support within my family? There is no way to avoid the fact that children grow up and fly away from the nest. It is a fact of life! Luckily my brother has moved from Ottawa to Edmonton and my mother will come from El Salvador in two months. This might help a little.

**Uncertainty 3: A feeling of isolation.**

There have been many moments during this process that I felt very isolated in raising Stefan to speak Spanish. To tell the truth, although I was mentally prepared to face an

environment outside the home in which he would be exposed to very little Spanish, I did not anticipate how difficult it would be to keep my self- imposed goal within the home! The following excerpt from my journal captures this feeling of isolation.

> December 12, 1997.
>
> Stefan, my two- year old son and my employer. I work full time with him, trying to do my best every day. In doing my job, I find happiness and contentment as well as frustration and despair. My first question on that reflection could be to examine whether or not my home is a typical Minority Language Setting. My wife and Stefan's mother is Canadian, I am a "Latino". (I do not know if I am still a "typical" one, or have become a kind of mixed thing.) For most of the time that I am not caring for Stefan I speak predominantly English. Bonnie's family is close to Stefan. My few relatives have no significant contact with him. At home, Rocío, my 12 year old daughter, tries hard to talk to Stefan in Spanish and I try hard to make her talk to me in Spanish. So Stefan has the privilege of a handful of Spanish words from his almost always busy teenage sister. In addition, Julius, his older brother barely says "*Hola, Stefan*!" So Stefan is almost always exposed to the English language except for the words in Spanish between him, myself, and Rocío. And believe it or not, she and my older son (who came to Canada when he was 20) are not able to speak Spanish together! Isn't it a disgrace that my home is a replica of the dominance of the major language? I do not want to blame others for the results of this effort with my little son, but I confess that I feel alone in this journey. In each of my roles – parent, Spanish teacher and now as a student of second languages - I feel worried about the results of my efforts to encourage Stefan's bilingualism. Furthermore…
>
> After his first three years of life mainly in the language's first immediate-functional territory (home), Stefan will enlarge this territory. It is our goal that when Stefan attends public school he will be fully competent in speaking and understanding his two languages. However, expanding his environment, Stefan will be exposed to intense and eternal bombardment in English." (TV, street, friends). This means that his daily use of Spanish will be considerably reduced. That Stefan and Rocío will speak English among themselves will most likely be self imposed (Cummins, J. 1981).
>
> When will my feeling of isolation end? I do not know! Probably it will last forever! Or maybe it will endure until I get enough evidence that the seed of Spanish that I have been sowing for over three years has germinated in a healthy sprout. Then I would say "after all my deep apprehensions, what I did was worthwhile!"

**Uncertainty 4: And when Stefan ends his schooling?**

Certainly, if Stefan starts school as a bilingual, "fully competent in speaking and understanding" Spanish and English, I would not like him to end it converted into a unilingual, who speaks/communicates comfortably only in English. His basic speaking and listening skills in Spanish would not be sufficient without his developing literacy skills in Spanish. He would not be able to discuss complex ideas in Spanish and in trying to do so he probably would switch to English.

What will we do to ensure this on-going development in Spanish during his school years? In general I can say in advance that I will keep speaking Spanish with Stefan. Also, at home we will maintain the Spanish settings established. There will permanently be "campaigns" about communication and contact with my side of the family. Outside the home we will try to expose him to other Spanish speakers in Edmonton; seek the support of a heritage language Spanish school; and finally enroll him in an until now unknown Spanish program within the public school system (Spanish as a Second Language, Spanish Bilingual or Immersion).

There is a need to consciously deal with these deep uncertainties. The results, however, will be diverse. There may be some fragile "cease fires" - but the silent war will go on "forever." About the lost support within the family there is nothing to be done because its main factor is the cycle of life: children grow and change and leave the nest which affects the calculated linguistic balance at home. Other uncertainties will remain unsolved for the middle and long term because they are attached to the future of Stefan's language. Unfortunately, we do not know if Stefan's Spanish will stand firm and prevail until the end of his schooling. What we do know for certain is that in the meantime we will try to expand and expose Stefan's Spanish by visiting Spanish speaking relatives and friends, having contact with the Latin American community through stores, churches, parties, and having him attend a Spanish immersion preschool that functions within our home. We have hope!

## CHAPTER SIX

### Informed Parenting and Recommendations

Some native Spanish speaking parents are surprised that their children, whether born in Latin America or here, can not speak Spanish. While interviewing them I noticed that brothers and sisters speak English amongst themselves and that a number of them also speak English with their parents. Those parents who concede to speak English are themselves protagonists of their children's language loss! Other parents allow their children to speak to them in English and they respond in Spanish. The result is that their children understand basic Spanish in order to communicate with their parents at home, but they are unable to produce the language with other people and in other Spanish settings. Furthermore, there are parents who use their own children to practice English at home! They are unconscious accomplices of the powerful dominance of English and deny their own children the possibility to become bilinguals in the future. Also, there are parents who, overwhelmed by the urgencies of survival, do not care about passing their mother tongue on to their children. In addition, there are those who argue that to keep the native language and culture does not make sense. So, they not only deny their own cultural identity but become robbers of their children's roots to the point that in the social and cultural context they will not know who they are. Finally, there are those parents who really try to keep language and culture within the family. They work hard to overcome difficulties, including the main and gigantic obstacle - the dominance of English. Unfortunately not everyone succeeds.

In spite of the attitude taken, there frequently comes a point when some parents become concerned that their children have lost their Spanish. I empathize with them. The loss of the language probably happened before they realized it. Particularly, I consider myself privileged in two regards. First, my daughter Rocío remains bilingual. I speak to her in Spanish and she responds to me in Spanish. She is also literate in Spanish. Second, in this journey of two language development I learned a lot from the language loss of my friends' children. Literature review of articles and books as well as discussions and reflections also influenced what I did. In this way, my own story with Stefan, still has hope, thanks to the duality of being myself a protagonist and an informed parent.

Through the process of collecting data and writing this thesis I have become more aware about parenting in a minority language. While I never began this project with the idea that a child would naturally speak Spanish because his or her mother or father did, I also did not realize how much effort, emotional energy and time it would take to parent in Spanish in Edmonton. I have become what Bilash (1999) calls an "informed parent". She extends the notion of second language teachers using an "informed eclectic approach" or one that is grounded in second language theory and research to the domain of parents.

*Becoming* an informed parent meant three things for me:

1. Learning how language is learned in early childhood through reading and discussion.
2. Learning how to stand up to and remain faithful to bilingual parenting in the face of the omnipresence of English.
3. Learning how to "act" on what I have learned

*Being* an informed parent means consciously developing activities and creating situations for Stefan to be exposed to the Spanish language and culture with children and adults, both in and out of the home. In other words it means combining natural pedagogical practices and planned educational activities.

1. **Learning how language is learned in early childhood through reading and discussion.**

It has been an intellectual delight to be able to connect my reading and notes to my observations and reflections on Stefan's language development. The ideas of Harding & Riley (1986); Lyon (1996); Cummins (1981); Genesee (1989) (1996); Craig & Kermis (1995); Arnberg, (1981); (Dodge and Phinney (1991); Baker (1993); Fishman (1971); Carrasquillo and Rodríguez (1996); Macaulay (1980); McLaughlin (1982); and Saunders (1988)) make clear sense to me now, as the following anecdotes reveal.

As of the time Stefan was 30 months old, Harding & Riley's (1986) the **three phases of simultaneous acquisition** relate to his language development as follows:

Phase 1: One undifferentiated language system. Stefan has a lexicon containing words from both languages. Certainly the input process has not been exactly the same in Spanish

as it has been in English. Firstly because it would not be natural but artificial and obviously mechanical to give him one-word- one-concept. Secondly, knowing that in our mixed-lingual home English is the language with enormous potential for growth and is the major and predominant language, we had to make some adjustments in the input process:

1. We have consciously tried to give advantage to Spanish in this 30 months, so we have omitted the input of the alphabet and numbers in English.
2. Temporarily, we reduced Stefan's use of many printed and audiovisual resources in English. I put away many children books, audiotapes and videocassettes in English.
3. The strategy has been clearly formulated: one person-one-language toward simultaneous acquisition. However, Spanish being the minority language triggered another measure: to strengthen Spanish input during the 7-8 hours daily that I care for him.

Phase 2 : Differentiating lexical systems (keeping prosodic, lexical, syntactic and phonological mixing). Does Stefan distinguish two systems? This can not be determined as yet, but he shows preference for using English grammatical structures to using the equivalent in Spanish, even though the input of Spanish structures has been stressed. One probable answer is that it is easier for Stefan to learn the English grammatical structure than the Spanish e.g "Where are you, Bonnie? Inversely in those 30 months he never uses the same structure in Spanish: *¿Adónde estás Bonnie?*

Phase 3: Both languages are differentiated in vocabulary and syntax. Stefan is able to relate his closest family members and friends to the language they speak: his father to the Spanish language, his mother to English, his mothers relatives to English, Julius and two of my friends to Spanish. He does not associate language to setting or places yet.

Lyon (1996, p. 110) claims that the **language used by a child's mother** at the start of his/her life "best predicts (his/her) future language use". In our particular experience it seems to make a difference whether it is the mother or father who speaks the minority language at home. In fact, I think that Bonnie's speech has more effect on Stefan's production than mine. For instance, with Bonnie, Stefan's interactions in feeding, conversing and play during these 36 months have been very productive. She is responsive and enjoys interacting with Stefan. She reads to him and with him. The effects of this interaction are significant for Stefan's linguistic abilities. Obviously, linguistic

competence and the application of this competence in communication with others are not separable.

**Stefan has begun to use two separate language systems** (Genesee, 1989) (Craig, G. & Kermis D. 1995). There is no agreement on when a bilingual infant begins to be able to distinguish and perceive the existence of his/her two language systems. Stefan, since he was 14 months of age, has been able to jump between English and Spanish, depending on who speaks to him. For instance, when his mother asks, What is it?, he responds, pig. I immediately ask him the same question in Spanish; *¿Qué es esto*? And he responds, *cochino*. On November 30, 1998 while seated at the table, Stefan says to his mother, *moty, moty, moty* (monkey). Immediately his brother, Julius, asks him, *¿Qué dice Stefan*? and Stefan responds without hesitation or pause, *mono, mono*.

In May of 1999, Stefan' s mother asks him several times, "Please say this in Spanish," and Stefan does so. It seems that in our mixed lingual family where the strategy one person-one language is applied, **code switching** is gradually becoming a metacognitive (or conscious) act by Stefan. In other words, as a bilingual child in progress, he is in the process of developing his metalinguistic ability. Genesee, (1996) calls that ability **"accommodation"**, examining the communicative competence of young children in the process of becoming bilingual in English and French at home. This author observes how they use their languages during separate sessions with monolingual strangers and their bilingual parents. Findings reveal that all of the children make some accommodations linked to the monolingualism of the stranger.

The **consistency** in using the respective language by the parents is a condition for parenting in two languages that forges future bilingualism (Arnberg, 1981). We have been very careful in following this recommendation when speaking to Stefan. He is able to identify each language with the respective parent and does not appear negatively influenced by the fact that he has frequently heard me speaking English wit my wife.

"Every place is a learning environment for a child, regardless of where the family lives or in what kind of home the family lives" (Dodge and Phinney, 1991). The child learns based on his/her interests. Stefan is **learning continually** at home (in the dining room, living room, kitchen, children's bedroom, and in the bathroom). We have been

emphasizing his own interests in order to generate successful learning experiences. This implies figuring out what Stefan's interests are and employing them to awaken his enthusiasm to explore and learn. In this way we promote both his learning in general and his learning through language.

When raising a child in two languages it is expected that in the long or mid term, the "result" will be a boy or girl whose "competencies in both languages are well developed (Baker, 1993; Fishman, 1971) and who have attained an approximately equal level of proficiency in the two languages" (Fishman, 1971 as cited by Carrasquillo and Rodriguez, 1996, p. 64). This means being a **"balanced bilingual"** (Carrasquillo and Rodriguez, 1996, p. 64). These expectations of competency and proficiency make sense in a political, cultural and social context. In this concrete experience, I am concerned about how to achieve the same competencies and equal level of proficiency in both languages. Since he was born, Stefan has been exposed to Spanish and English for 36 continuous months. He said his first words when he was 12 months old. Even though his language milestones showed up after he was 26 months, this is not substantially different from children who are raised in just one language.

Macaulay (1980) formulates two complementary aspects: development of the child's **bilinguistic competence** and **its use**. After three years of continual input, intake and output of both Spanish and English Stefan experiences these two stages. First, the development of his bilinguistic competence means that to date Stefan knows many things in both languages, he understands what his mother and I say in our respective languages, and he is in a gradual-continual process of improving his own speaking in both languages. Second, Stefan's cognitive conditions and our contributions as parents have worked in tandem to lay the foundations of his bilingualism. In this respect, Lyon (1996) argues that **bilinguistic competence** and its **use** are two interacting but separate aspects of language development. He calls these the knowledge of two languages and the use of two languages. At 30 months old, Stefan has a **knowledge** (bilinguistic competence) that there are two ways of speaking at home ( two different ways to listen and talk). One language is spoken by his father and the other by his mother. Stefan knows the name of each language - Spanish and English, respectively. For each language Stefan knows vocabulary and sentence structures, grammar and more. Furthermore, Stefan has the

ability to **use** his knowledge of these two languages in his daily communication: from 8 A.M. to 4 P.M. he uses Spanish. After 4 P.M. he uses English.

As his parents we are satisfied with the number of words that Stefan understands and speaks in both Spanish and English, even though the amount may be less than that of a unilingual child of the same age. Probably this explains why in public places like parks, swimming pools, and gyms his verbal communications and interactions with other children are fewer than those of others his age. Cummins (1981) suggests that **the difference be compensated for with sufficient and appropriate stimulation**. We read aloud to Stefan (stories and comics), explain things, play with him and so on, in each language. In other words, as McLaughlin (1978) notes, **enthusiasm and imagination are required by parents to trigger the child's use of the minority language**. I am confident that his level of language use over the next six months will demonstrate his bilingualism.

**Bilingualism is not a negative force in children's development** (Cummins, 1981, pp. 6-7). I am very sure that Stefan has no risk of becoming confused and diminishing his academic potential because of his use of Spanish. In other words, I strongly reject the possibility of secondary effects of the Spanish language on his learning of English. In this respect, psychological assessment does not deserve consideration. I am strongly opposed to the myth of minority group deficiencies: bilingualism, cultural deprivation and genetic inferiority. The attitude of parents is essential for a child to achieve bilingualism (Saunders, G. 1988, p. 3). We strongly desire to transmit our languages to Stefan in spite of the potential of painful frustrations in our attempt.

Cummins (1981) states that **most children do not usually have an equal proficiency in both languages**. Stefan is gradually becoming fluent in Spanish and English, however, his proficiency in English is more advanced. At 2 years of age (December 11, 1998), he was able to use a considerable number of sentences structures in English, and only some in Spanish for example,

| English | Spanish |
|---|---|
| Mamy, where are you? | N/A |
| Where is grandma? | N/A |
| Do you want some juice, Mom? | N/A |
| No not worry, mamy. | N/A |
| I want to come too. | N/A |

Appendix E shows that Stefan's language has progressed since this time. It includes the most recent inventory of his Spanish output.

There is not a consolidated opinion on the **relationship among the four language skills** (Cummins, 1981). Clearly, to be successful in building the foundations of bilingualism- the foundation of speaking Spanish and English - does not mechanically mean that Stefan has opened the direct route to learning and acquiring reading and writing skills. However, considering the **importance of reading** to the pre-schooler we have been very careful to read aloud continually to/with Stefan, and to select readings according to his interests, needs and strengths in both languages. As a result, Stefan enjoys books and should grow in reading performance and language development.

The disadvantages of a minority language must be compensated for by a maximum exposure to communication in the minority language (Arnberg, 1981). The strategy **one person-one language** has to be confronted in light of the weight of the majority language. I have been trying hard to compensate for the strong English language presence with varied resources such as printed and audiovisual materials, songs, and speaking and playing with Stefan, in Spanish. The visits of my family and friends are not continual. The link with the **Latin American community** has not been a priority in these 36 months of research; that will change.

2. **Learning how to stand up to and remain faithful to bilingual parenting in the face of the omnipresence of English.**

It has been a great challenge to constantly renew both my passion for the Spanish language and culture and my faith in my son's ability to learn. The stages of parenting I have passed through, as chapters three to five show, have made me feel like an explorer in a new land. I have tried to make a map of that new land because one did not exist. I hope that the "map" of **Spanish materials** I used with Stefan will be helpful to others. It contains a list of print and, audiovisual materials and manipulatives available in Edmonton in Spanish (see Appendix C) as well as a list of some of the Spanish language materials from the public library (see Appendix F). It also consists of a series of letters that I hope Stefan will some day read. (Appendix G). In addition, I make the following **recommendations**:

In Canada English and French are the languages of business and governmental affairs. But there are different needs for the use of the non-official mother tongues. For instance, in Canada, the use of English is vital. Spanish, as a minority language, on the other hand, is spoken by parents to their children because of values such as culture, tradition, and identity. A new motivation is the advantage of Spanish in worldwide business. The power of a dominant culture and language will affect the results of parenting in building the foundation of a minority language, such as Spanish. It is my hope that bilingualism may become not just a government policy but a right for every child in Canada. This requires a rectification of policies and becoming more practical than rhetorical. Obviously, to achieve this aspiration would not be easy. There is, for instance, a debate on bilingual education that must be considered within a political context. In this respect, Cummins (1995) argues that bilingual education's non negative effects have been demonstrated and that the insistence of the unavailable and/or inadequate research is a myth generated by strongly vested interests (p. 63). Demands and petitions to support heritage languages are common. However, the **support from federal and provincial governments** has been very modest. Funding to heritage language schools was cut several years ago; and has decreased towards second language and immersion language programs in elementary and secondary schools. This poor support contradicts the fact that in the mid - and long-terms the profit for Canada would be to have generations of bilingual people as valuable resources for international issues such as business, commerce and diplomacy.

Skutnab- Kangas (1995) enumerates the motivations which many people have to become bilingual. If they want to communicate with their parents, to know their identity, history and culture, and to have a "good education" (p. 40), they must keep their native tongue. But, if they want to participate in the social, economical and political life of their country, they have to know the official language (p. 40). The author makes clear reference to the dominant character of a language and culture, as well as to the instrumentation of the educational system in order to achieve the coexistence of the majority language and the minority language (p. 41). Hopefully **bilingualism may become a real right of children** in Canada, with effective legal and financial support from the governments, both provincial and federal. In order to generate the best conditions for bilingualism it is required that governments support it, starting with stopping the destruction of the social and cultural network. With the favourable support of governments, it is possible to think of new generations of bilingual Canadian children (English or French and other minority languages)!

**Family and community are primary to achieving bilingualism.** In fact, during the early years (0 to 3) - key to language development - home is the most important basic environment for building the foundations of bilingualism by boosting the presence of the minority language. The community, on the other hand, has the potential to solidify and expand the language. A favourable factor in maintaining a minority language could be to settle in an area where other people who speak the same language live. In that way the minority language could be consolidated and enlarged.

**More authentic Spanish resources** are required in Edmonton to facilitate parents who wish to raise their child in Spanish. Bookstores should be encouraged to acquire a variety of colourful Spanish Books for children at a reasonable costs. The Latin American community needs to provide libraries with a list of such desired books and lobby for their acquisition.

Parenting in two languages can become a combination of natural-pedagogical practices and planned- educational activities. Throughout the **INPUT-INTAKE-OUTPUT** process there may be observed the **"natural-pedagogical practices"** that parents do with their children and the named **"planned-educational activities"** that are more teaching oriented. The first are spontaneous ways to treat children, generally with tenderness and caring. They "come from their heart". The second are conceived intentional activities that parents do to warrant or reinforce the goal of building the foundations of language development or more specifically the bases of bilingualism. We can say that planned-educational activities "come from parents' conscious desire.

Similarly, the **INPUT-INTAKE-OUTPUT** process is a recursive process and not one of separate periods. The nature of the relationship between parents and their child is two way (action-reaction-action-reaction...). This means that, strictly speaking, there is not a differentiated period of INPUT (feeding or giving information, knowledge and skills) that will be "rehearsed" in the following period of INTAKE (drilling, exercising, repeating...), to end with a defined period of OUTPUT (production of words, phrases, sentences and more). In general, learning is achieved through a continual, non linear process with the necessary participation of two parties.

However, in order to strengthen a minority language and culture in the home, parents much consciously reduce the presence of the majority language and culture. The INPUT-INTAKE- OUTPUT model helps parents structure activities for this purpose. In my experience this model helped me better observe Stefan's language development and better reflect upon my parenting.

To sum up, in achieving our goal to raise a child in two languages, we were able to combine both natural practices and planned activities throughout the INPUT-INTAKE-OUTPUT process. Notice that these practices and activities are not separate and not simply linked or attached, but strongly combined or merged.

### 3. Learning how to act on what I have learned

The highlight of becoming an informed parent has been establishing a Spanish speaking playschool with other people. *Caminitos* Spanish Immersion Preschool is a significant step towards building the foundations of bilingualism for preschool children in Edmonton. As Arnberg (1984) notes: "To raise a child bilingually, parents may need assistance with increased second language input from outside the home. One way to do this is through the use of mother tongue playgroups for young children" (p. 65).

In May of 1998, when Stefan was 17 months old, Bonnie and I discussed and concluded that in Stefan's process of two language acquisition, the minority language should be strengthened. Secondly, we agreed that a play school would be the way to do this. Third, "Learning Spanish while playing" would be the conception of that play school. From the beginning we knew that the best possibility for concreting this project would be to share this idea with other people. We first consulted with a specialist and expert in early childhood education; then we had some meetings with a Latin American teacher who has Canadian credentials and works in early childhood. With these two persons we set the foundations of the project and named it "*Caminitos* Spanish Play School".

In the summer of 1999, three mixed -lingual couples (Latin American and Canadian) reinitiated the planning. After a while, two more mixed- lingual couples of the same composition joined us. Then a Canadian couple who does not speak Spanish joined too. We established the Board of Directors of *Caminitos* and registered it as a non profit

organization. We function as a co-operative. Collaboration, voluntary work and donations are a part of school life. We found a teacher, a woman who graduated in early childhood in her native Colombia and who also has credentials to work here. So, we were ready!

*Caminitos* opened its doors in the basement and backyard of our home in September 1999. We created Spanish setting where eight children are learning and as Powell (1993) recommends, having a lot of fun! The current parental composition is four mixed-lingual couples and two Canadians, with a total of eight children.

*Caminitos* Spanish Immersion Preschool is a play based program designed to provide support to families who want to raise their children in both the Spanish and English languages. Nearly every child can benefit from learning more than one language, but for Stefan, learning and acquiring Spanish is basic to maintaining cultural ties and relationships that are a part of his identity. Any family working to help their child learn a language other than English needs the support of the larger community where the child can hear the minority language being used. Children are active learners who learn best through their direct sensory experience with the world. Play provides the opportunity for children to explore their experiences and experiment with their environment while learning to express themselves and to interact effectively with others. Through play, children learn new language and concepts as well as problem solving skills and creativity. Involvement in meaningful experiences within a supportive, language rich environment provides the best opportunity for children to develop their language skills. The school functions twice a week: one group of children meets Tuesdays and Thursdays from 9:30 to 11:30. The other group meets on Tuesdays and Thursdays from 1:00 to 3:30. We are currently considering expanding the service of the school to three days per week and four hours per session (8 - 12 for morning groups and 1 - 5 for afternoon groups).

I have already seen the advantages that *Caminitos* has brought to Stefan. He has established relationships with peers using the Spanish language. I have seen him conversing in Spanish with his teacher, other children, and parents. His vocabulary has increased and his sentence structure has improved. Since one of our main motivations for creating the preschool was to extend the Spanish interlocutors for Stefan, we feel that the school has been a success.

To summarize, informed parenting means to not only be concerned about the possibility of one's child losing the Spanish language, but to act in order to maintain it. Parents may become active as a result of gaining knowledge about the problem. They can acquire skills to "teach" the language in the home or at best maximize its use. They can develop a positive and informed attitude about what they do. The process includes learning from the experience of other parents, reviewing literature, working with their own child or other children, consciously and creatively and constantly self-reflecting and taking advantage of the advice of others. With these combined actions an informed community can be created and Spanish language loss reduced!

To parents who are new to one parent - one language parenting, I offer six pieces of advice:

1. Be consistent with the use of language.
2. Repeat often - more often than you might first think is necessary.
3. Patiently await your child's OUTPUT.
4. Be creative in developing settings in your home in which to use the minority language.
5. Be creative in overcoming the obstacles placed by the presence of few and poor quality resources in Spanish in Edmonton (eg. read/translate English books into Spanish.
6. Remain passionate about your language and culture. Remember it is easier to be "strong" now than to hear your grown-up child say "Why didn't you teach me your language when I was little?"

**Latest news...**

On Tuesday, March 23, 1999 Carlos Mikel was born. Stefan now has a brother!
About trying to revive the Welsh language, Lyon (1996) writes that there is no justified rush in the immediate acquisition of English in a very short time. However, "...Welsh monolingual backgrounds are more likely to produce bilingual children than are monolingual English families..." (p. 109). So, to raise my youngest son Carlos Mikel I would be pleased to employ the strategy of two parents - one language. It means that Bonnie and I would speak Spanish to him...

**Final reflection**

To do this study on parenting Stefan in Spanish, in a minority language context has been a really marvelous experience not only because I am his father, but because I am a teacher. This study gives emotional and spiritual sense to my career in the field of second language education. As Villiers and Villiers (1979) state in their book *Early language*

> The emergence of language is exciting because it is a reflection of what the child knows. Moreover, once language is present, it increases, or at least refines, that knowledge. Language provides a window of the child's mental abilities: by studying how he speaks we get some idea of what he knows (p.2).

In fact, everyday I noticed something new in Stefan's learning - acquisition of both languages, Spanish and English. I discovered the answers to many of the questions I formulated since my wife and I decided that we would give him this early bequest. It seems to have been possible to successfully build the foundations of Stefan's bilingualism when in our immediate territory- at home - English predominates!

Little by little the merging of Stefan's own cognitive conditions, and my wife's and my own contributions generated a continual production of language for Stefan. There were single words, two-word sentences and code switching which evidenced that Stefan was on the right track (see examples in Chapters three and four). It is an amazing stream of knowledge, skills and attitudes that I have harvested from this experience!

In conclusion, this thesis addresses the three questions formulated on page 3 of Chapter One: what obstacles we overcame throughout the process of raising Stefan in two languages: what resources we used to build Spanish settings at home, and how we merged natural pedagogical practices and planned-educational activities in this process of parenting in two languages.

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# APPENDICES

## Appendix A

**A journey of language development in early childhood**
**(From birth to three years old)**

## Appendix A

## A journey of language development in early childhood

## (from birth to three years old)

The following is a summary of language development as described by Villiers & Villiers (1979) in their book *Early Language.* Most of the quotations belong to this book; thus each quotation includes just the page number. I have identified and numbered the steps the authors suggest in their book. I have bolded some of the most important information. I support each step with Stefan's own experience in his journey through language development. Since his journey is "bilingual," the examples are in both English and Spanish.

### Sound matters

How does the child discern word's sounds?

Exposed to a number of noises from his environment, children have to discriminate those that contain a message. Then children "must learn to hear and pronounce the phonemes of his language with reasonable accuracy in order to be understood." (p. 15). This task becomes more complicated because "the sound changes that distinguish between phonemes, and hence between words, vary from language to language" (p. 15). The discrimination of sounds is possible because children, just after birth, are prepared internally to respond to "speech or other sounds of similar pitch to the human voice"(p.16). Furthermore, the Villiers point out that "from the beginning of infancy children are able to discriminate speech from nonspeech, and they seem to pay particular attention to speech" (p. 16). Even more, they sustain that children are

> innately prepared to distinguish small variations in sound that will change the meaning of many words...infants are responsive to speech at a remarkably early age and can make fine discriminations between a number of speech sounds. However, the child must learn which of the many discriminable differences in speech sounds actually functions to mark differences in reference in his native language. This requires considerable exposure to the language and is not complete even at the end of the second year (p. 17 - 19).

**How does the child produces speech sounds?**

At three or four months of age babies produce cooing and babbling sounds. The babbling increases its frequency over the first twelve months. In babbling there are sentences that include undulating waves of raising and falling inflections. However, babbling is not interpretable by parent (p. 19). Unfortunately there is almost no study of the babbled sentences of children.

**The first words**

At approximately one year of age children generate "their first understandable words." These words commonly duplicate syllables such as mama, papa, or words composed by a single consonant-vowel syllables like da for dog or ba for baby (p. 19). At around one year old Stefan had several such syllables. His first single syllable words were *hot, seat, dog, cat.*

**What is the relationship between babbling and the child's first words?**

There are some sounds that are dropped before the child says his/her first words. Others appear in the transition from babbling to words. Villiers & Villiers (1979) mention two processes of child's language which precede the adult's one:

> **First**, parents selectively reward those sounds that approximate the speech sounds of their language by paying attention, smiling or responding verbally to them and not to other sounds.
> **Second**, the child imitates the speech he hears from others" (p. 22).

These authors add that "young children are accomplished mimics of the behavior and speech of their parents and do attempt to imitate the words they hear, even the pitch of a child's voice shifts to match that of the person to whom he is talking; it is higher when he interacts with a woman and lower when he interacts with a man." Finally, social and vocal reward does increase the frequency of babbling. (1979, p. 22)

The same authors, however, note that the theory of learning by imitation

> ...leaves out important determinants of speech development in children. There are constraints on the rate and pattern of sound development in babbling and in the early words which depend more on the maturing control of the child over his articulatory organs than on the frequency of speech sounds in parental speech or on any rewards the child receives for producing those sounds. The onset of babbling seems to be a matter of physical maturation rather than exposure to speech, since deaf children begin to babble at about the same age as hearing children (1979, p. 22).
>
> About children raised in bilingualism, it is known that there is not any bad effect in language development, except that it will take a little more time . In fact, children exposed to two or more languages from the beginning tend to be a little slower in their early vocabulary development because each object and events is paired with more than one word. However, they soon catch up with children learning a single language (Villiers & Villiers, 1979. (p. 24).

**The time to jump from play with sounds to conceived speech arrives**

The change from babbling to words represents a shift from unconstrained practice or play with sounds (where there is no necessity for the child to produce any particular sound following any other) to planned, controlled speech. The child must produce particular speech sounds in sequence to make the words intelligible to his hearer. In fact, children greatly simplify the pronunciation of their early words, For a while, many children **regularize all multi syllable words to reduplicated syllables** - for example a child might say *bubba* for *button, butter, bubble, and baby*, making use of context vital for understanding what he is referring to. At the same time, **all single- syllable words may be reduced to a consonant plus a vowel**: *du* for *duck*, *be* for *bed*, and so on. To some extent adults' baby talk to children provides simplified models that fit this mold., words like *mama, dada, weewee, booboo*, and *choochoo* (Villiers & Villiers, 1979, p. 24).

**In spite of his/her splintered early words, the child might pronounce perfectly some independent words**. Stefan, for instance between 12 and 18 months had other English words such as *fall, down, stop, monkey, shoes, more, off, gone*; and Spanish words such as *gato, mono, mami, papi, mas, tío.*

**Those patterns!**

According to the de two Villiers, two- year- olds trying to generate adult words respond to regular patterns: "later on, **when the child begins to form systematic strategies or rules for the pronunciation of words**, these 'progressive idioms' are brought into line with the new patterns of pronunciation " (1979, p. 25). For example, initially a child might perfectly pronounce the word *pretty*; but after a while, the child converts this word into *biddy (p. 25)*. In November 1998, at 23 months old, Stefan began to say *monkiya* instead *monky (*in English*);* and papiya instead *papi* (in Spanish).

The child might choose which of the words he/she understands he/she will pronounce. In other words, **"the child appears to be actively avoiding words containing certain speech sounds he has mastered"** ((Villiers & Villiers, 1979, p. 25). Generally, however, the child's perception of words seems to be much better than his production of them....

> When the child has acquired about fifty words he begins to adopt quite regular patterns of pronunciation, some of which are found in children learning any language This lead to consistent errors in pronunciation, some arising from the systematic deletion of parts of the adult word, other taking the form of the substitution of certain sounds for the correct adult sounds. For example. It is fairly universal; that children in the early stages of language development reduce the consonant clusters that begin words, usually to a single consonant. So spoon becomes poon, smack is reduced to mack, and so on. Consonant clusters are one of the last aspects of the sound system of English to be mastered, and some children continue to experience difficulties with them until four or five years of age (Villiers & Villiers, 1979, p. 26).

Another common strategy that children employ to simplify the pronunciation of words is **the assimilation of all the consonants or vowels in a word to the same place of articulation in the mouth**. This process can operate in either direction, with the initial consonant being changed to correspond to the place of articulation of the final consonant as in *goggy* for *doggy*, or the opposite *doddy* for *doggy* (Villiers & Villiers, 1979, p. 26). Finally, young children have a preference for initial consonants that are accompanied by vibration of the vocal cords (voicing) and for final consonants that are not voiced. They

therefore tend to replace unvoiced consonants like /p/, /t/, and /k/ with their voiced counterparts /b/, /d/, and /g/ at the beginning of words, but do just the opposite at the ends of words. So a child will say *bie* for *pie*, *doe* for *toe*, and *bop* for *pop*; but at the same time pronounce *knob* as *knop* and *dog* as *dok* (Villiers & Villiers, 1979, pp. 26-27).

There are other cases of omission and substitution that, similar to the ones mentioned above, occur around the world "across children and across languages" (Villiers & Villiers, 1979, p. 27). Of course, there are the differences for individual children, too.

Concluding, the two Villiers support the position of an intimate relationship between babbling and the pronunciation of words and add that "many of the simplifying principles used by children reflect the preferences for certain sounds or sound combinations that develop in the latter part of the period of babbling... All these are common patterns in the early word as well" (Villiers & Villiers, 1979, p. 27).

## RECEPTIVE AND PRODUCTIVE LANGUAGE

### A. RECEPTIVE LANGUAGE

According to psycholinguistics, receptive language means language understood by infants. In fact, it has been established that before the age of one "Babies understand words long before they can actually speak them (Goldin-Meadow, Seligman, & Gelman, 1976 as cited by Trawick-Smith. 1997, p. 194). Thus parents, teachers, early childhood professionals and other care givers should begin talking to babies even before the babies begin to talk" (Trawick-Smith. 1997, p. 194).

#### Speech perception

Very young children are able to discriminate sounds, even language and music:

> Newborn babies perceive and process language differently than they do other sounds. For example in brain-wave studies, newborns are found to display more

> activity in the left side of their brains when they hear language and more activity in the right side when they hear music" (Molfese, Freeman, & Polermo, 1975 as cited by Trawick-Smith. 1997, p. 194).

Moreover, the child's ability to discriminate vowels and consonants is amazing: "Within the first few months of life babies can distinguish among some consonant and vowel sounds (Eilers & Minifie, 1975, Trehub, 1976), intonations (Morse, 1972), pitch (Bridger, 1961), and loudness (Bench, 1969)." (Trawick-Smith. 1997, p. 194). This author adds that "infants are 'wired' for language learning at birth. In fact, babies may be better able to distinguish among speech sounds of different languages than adults are" (1997, p. 194).

**Understanding words**

> Sometime in the second half of the first year, babies come to understand words. The first words they can interpret are usually labels for objects (e.g., ball, door, mommy). There are a variety of theories about why this is so. Parents may use object words more in their talk to babies (Bridges, 1986). It is also possible that babies believe that all words are names of objects (Marckman 1992). The first words babies learn are influenced by culture. Spanish babies learn Spanish words, English babies learn English words, and so on (Trawick-Smith. 1997, p. 195).

## B. PRODUCTIVE LANGUAGE

This is the language that infants really speak. Commonly babies' early words are taken as "the first instances of productive language; however, there is evidence that gestures, noises, and even cries constitute the earliest form of productive communication" (Trawick-Smith. 1997, p. 195). Trawick Smith sustains that when a baby says "*huh-huh*" he/she is expressing something meaningful. "Psychologists consider communication to be any symbolic expression that holds meaning; so, the infant's garbled babble might rightfully be considered true productive language" (1997, p.195).

**Babbling**

Babbling is repetitive vocalization that babies perform during much of the first year of life. Most psycholinguistics do not think that babbling is true comunication, but rather that the

infant is playing with noise. Whether babbling is communication or playing, it is important in language learning. As Trawick-Smith (1997) explains:

> If babbling is not a form of communication – that is, if is not used to express needs or ideas – then it is useful for later language learning. When a baby engages in expressive jargon, for example, a parent is likely to respond verbally. Often complex conversations, involving turn-taking and lively intonation, follow. (Bateson, 1975). Babbling is a playful behavior which allow babies to make verbal contact with others (Trawick-Smith, J. 1997, pp. 198).

**First words**

Between 8 and 18 months babies speak their first words. It is very difficult to tell exactly when this occurs, as baby's early words are often unintelligible and their meaning unclear to adults. Eventually, new words can be understood. It is important to know, however, that babies' meaning for the words they speak may be very different from adults' meaning for those same words. Just because a baby can utter a word does not mean that he or she understands its full meaning.

There are two characteristics of the child's first words – over-generalization and over-restriction. Over-generalization occurs when baby use the same word to many things. As children hear a word and use it in many contexts, they gradually construct a more accurate meaning and reduce the various generalizations of the word. On the other hand, toddlers will often overly restrict a word's meaning and use it to refer to a narrower range of things than an adult would. For example, word *"shoes"* may be restricted to the meaning of *"my own shoes"* (Trawick-Smith, J. 1997, pp. 198-199).

According to Trawick-Smith (1997), Nelson (1973) has identified two types of words. Those refer to names of things such as *cat* and *dog*, and those that refer to social expressions *bye, hi* (used by expressive children). Culture of course, determines precisely which words will first be uttered. In a large study of word acquisition, Tomasello & Mervis 1994, as cited in Trawick-Smith, 1997, p. 199) discovered that words referring to

animals and sounds, childhood games, and food and drink names were very frequent among toddler's first 50 words.

**Two-word utterances**

Between 18 and 24 months babies begin putting words together. Although their first sentences are only two words long, they can express an amazing numbers of ideas or relationships between objects and actions... :

"All broke."
"Kitty bye-bye."
"Book flush"
"Me bite"
"Oh-oh paint."
"All wet." (Trawick- Smith, J. 1997, p. 202)

When using two-word utterances, toddlers face the word order or syntax. Some psychologists call this *telegraphic speech*. They select the words to use and their order in a two-word phrase: *car go*, for instance, follows the rules of sentence construction in English (Trawick- Smith, J. 1997, p. 202).

## Appendix B

## Samples of INPUT INTAKE/OUTPUT sessions

## Appendix B

**Round # 1 Samples of INPUT/ INTAKE/OUTPUT sessions**

Observation INPUT session

Setting: Reading in the living room

Sunday, October 25th, 1998

Stefan's birth date: Dec. 11, 1996

Stefan's current age: 22 months

(1year and 10 months)

***1. ?Quien dice "Cuac"?***

?Quien dice "Cuac"?

No una gallina. Una gallina dice *clock.* Y los pollitos dicen *pio, pio, pio.*

Las cabras dicen *mee- ee, mee-ee.*

Un perro no hace *"cuac."* Un perro hace *"guau, guau.*

Un gato maulla. El gato dice *miau, miau.*

Los caballos dicen *ngjijijiji.*

?Y sabes tu quien dice *qui qui ri qui* ?

Un burro o asno dice *Ji-ja-ji-ja.*

Un cochino, cerdo o marrano dice *oink-oink-oink.*

?Dice un conejo *cuac?*

!No! El conejo no dice nada.

Las vacas dicen *muu-muu*

Entonces, ?quien dice "*cuac*"?

!Los patos! !Ellos lo dicen!

**2. Colores:**

rojo, azul, anaranjado, amarillo, negro, blanco, café, rosado, verde, violeta.

**3. Figuras:**

circulo, cuadrado, triangulo, ovalado, rectangular, punta de diamante, estrellado, en espiral, acorazonado.

**4. 1 2 3s**

un deslizadero, dos vagones, tres cubetas, cuatro coches, cinco munecas,

seis bloques, siete sombreros y gorras, ocho clases de fruta, nueve bolas, y diez ositos.

Observation INPUT session

Setting: Reading in the living room

Asking names, pointing to figures

in the book Who says Quack?

A pudgy book (1991)

Monday, October 26Th, 1998

Stefan's birth date: Dec. 11, 1996

Stefan's current age: 22 months

(1 year and 10 months)

| Stefan asks for names, pointing to figures in the book | His father responds |
|---|---|
| Da? | La gallina dice co,co, co, co<br>y los pollitos dicen pio, pio, pio, pio |
| Da? | La ovejita dice baaaa, baaaa, baaaa. |
| Da? | La mama cabra y su hijita la cabrita dicen: maaaa,maaa.maaa |
| Da? | Y este es un perro que dice gua, gua, gua, gua |
| Da? | Ah! Un gato dice<br>miau,miau,miau,miau. |
| Da? | Son los caballos que dicen<br>neighiiiiiiiii |
| Da? | Mira, el gallo de muchos colores. El canta Qui,qui, ri, qui |
| Da? | Y aqui va caminando el burrito que dice Ji jau, ji jau, ji jau. |
| Da? | Este es un cochinito que contento dice oink, oink, oink |
| Da? | Es el conejo, y no dice nada! |
| Da? | !Cuantas vacas! Ellas dicen mu! mu! mu! mu! |
| Da? | La mama pata y sus patitos. Ellos dicen quack,quack,<br>cuack, cuack |

Pointing to the picture of the hen and her chicks, Stefan's father sings:

(#1) Los pollitos dicen pio, pio, pio,
cuando tienen hambre,
cuando tienen frio.
La mama gallina viene y los cobija,

bajo sus alitas, co, co, co, co, co, co .

Now Stefan's father points to the ducks while he sings:

(#2) Los patitos visten vellon amarillo
y dos abanicos adornan sus pies.
Mueven la colita para caminar
y cantando dicen "cua, cua, ra, cua, cua."
La mama patita cuchareando va
y cantando dice "cua,cua, ra, cua, cua"

Note taking Age: 22 months

Setting: at the park

Monday, October 26th, 1998

Stefan: !*Vamos!* (Lets go!)

*Dull!* (Gaviota)

Stefan watches everything, he is making a friend, approximately his age. Both are running and imitating each other.

Comment: He is now physically able to do activities that he could not do just several months ago.

Observation INTAKE/INPUT session

Setting: In the living room — Stefan's current age: 22 months

Tuesday, October 27th, 1998 — (1 year and 10 months)

Reading "Just me and my Dad" by Mercer Mayer (1977). He is practicing the names and learning the **word question Adonde** and the **structure of the interrogative sentence**.

| Father asks | Stefan responds | |
|---|---|---|
| ?Adonde esta la arana? | Adi | |
| ?Adonde esta el grillo? | Adi | |
| ?Adonde esta el carro? | Adi | |
| ?Adonde esta el libro? | Adi | |
| ?Adonde estan las botas? | Adi | |
| ?Adonde esta el agua? | Adi | |
| ?Adonde esta el oso? | Adi | |
| ?Adonde esta el pez? | Adi | |
| ?Adonde esta la tortuga? | Adi | |
| ?Adonde esta la cacerola? | Adi | |
| ?Adonde esta el tecolote? | Adi | |
| ?Adonde estan los platos? | Adi | |
| ?Adonde esta la ardilla? | Adi | |
| ?Adonde estan los conejos? | Adi | |
| ?Adonde esta la arana? | Adi | |
| ?Adonde esta el libro? | Adi | |
| ?Adonde esta las botas? | Adi | |
| Adonde esta la **foto**? | No answer | |
| ?Adonde esta la luna? | Adi | |
| ?Adonde estan las **estrellas**? * | No answer | *INPUT: estrellas is a new word |

Observation INPUT/INTAKE session

**Setting:** Conversing while father is folding the laundry.

Wednesday, October 29th, 1998

Stefan's current age: 22 months (1year and 10 months)

Stefan already knows the names of some clothes so, he is practising these names. The **word question (de) quien** and the **structure of the interrogative sentence** are the INPUT in this session.

| Father | Stefan |
|---|---|
| ?De quien es esta camisa? | Mami |
| ?De quien es esto? | Mami |
| ?Es de mami? | No answer |
| ?Es de papi? | No |
| ?De quien es? | Fan |

Note taking Age: 22 months

**Setting:** not specific

Thursday, October 30th, 1998

Stefan is babbling and makes eye contact with the other person.

Comment: There is the purpose of communication. Babbling is addressed to communicate.

Taking note/ recording OUTPUT

## AN INVENTORY OF STEFAN'S FIRST WORDS

Date: October 1998 Stefan's age: 22 months

| **Age** | **First** | **after** (no date located) |
|---|---|---|
| 16 months | da | papi |
| | hot | caliente |
| | dog | perro |
| | sit | sientate (never pronounced) |
| | cat | gato |
| | light | lampara |
| | slide | deslizadero (never pronounced) |
| | N/A | Ocio (Rocio, his sister) |
| 17 months | that | eso |
| | down | abajo |
| | papi | dädy |
| 19 months | hi | hola |
| | bye | adios |
| 20 months | What's that? | Que es eso? |
| | Mom (referring to his Grandma) | N/A |
| | Tiffy (dog's name) | N/A |
| | Casey( " " ) | N/A |
| | shoes | zapatos |

| | | |
|---|---|---|
| | hat | gorra |
| | not | no |
| 21 months | Where is...? | ?Adonde esta...? |
| | agua | water |
| | juice | jugo |
| | Yuyos | Julius |
| | gracias | thank you |
| | poquito | a little bit |
| | bus | bus |
| 22 months | jacket | chaqueta |
| | sun | sol |
| | mano | hand |
| | done | hecho |
| | mine | mio |
| | "deep"(jeep) | yip |
| | up | arriba |
| | "pa" (park) | parque |
| | wet | mojado |
| | "waddit" (rabbit) | conejo |

NOTES: At 22 months old Stefan understood the whole words and sentences in both English and Spanish version. He has two word sentences in English, none yet in Spanish, and uses the question words *what* and *where*.

The month of the first time that Stefan pronounces the word is registered either in English or Spanish, but not when he pronounces the word in the other language. So, it might happen in the same month, the next, or much later.

**Series of seven OUTPUT observations**

**OUTPUT Observation #1**

ACTIVITY OBSERVATION FORM — Stefan's birth date; Dec. 11, 1996

Setting: at the kitchen table — Current age: 22 months

Date: Sunday, November 1st, 1998

Activity to be observed: Listening children's short stories at breakfast time

Start: 8:30 A.M. — End: 9:50 A.M..

| OBSERVATION | INFERENCES/COMMENTS |
|---|---|
| On the counter is placed a cassette player playing children stories in Spanish<br>The short story "The Wolf and the Seven Little Goats" is heard.<br>Stefan climbs up to sit on his mother's lap. | |
| The wolf speaks. Stefan points to the record machine and says *da, da*<br>Stefan continues sitting on his mother's knee on a chair beside the kitchen table<br>The story finishes<br>and "Snow White and the Seven Dwarfs" begins. | Stefan seems to be very attentive |
| Stefan still is sitting quietly; occasionally looking at the machine.<br>"Snow White" ends and "The Little Milk Maid" starts.<br>Sometimes, Stefan adjusts his feet crossing and uncrossing his legs at the ankles.<br>The Little Milk Maid" finishes and "Little Red Riding Hood" begins.<br>The short story finishes. | He appears to be listening attentively |

Stefan points to the cassette player.
Stefan's father stands up and asks Stefan:
"?Quiere mas cuentos o quiere musica?"
*"Ita"* he responds He calls the
short story "La ratita" "Ita". (the little rat),
Stefan's father, instead of playing
the other short stories he
the cassette of music Mazapan on to play.
9: 40 A.M.Stefan stands up and pulls his mother
to the living room and there picks up
an empty bottle. Then he comes back
to the kitchen, and pointing to the
fridge, he says *a! a! a! a!*
His father fills up Stefan's bottle
with milk and gives it to him.
Stefan comes back to his mother's
lap. He is sitting quietly.

It seems that he is no longer paying attention

Is he going to listen again?
It seem that the bottle does not keep him quiet.

With the bottle in his mouth,
Stefan makes sounds *Umh, umh.*
He finishes his bottle and begins
to touch a four liter jar of milk which is
placed on the table. He asks for
more milk for his bottle.
Stefan throws the bottle; then
he goes down to pick it up. He
does and sit again in his mother's
lap.
His mother says:

Would you like some apple?

*Nope*

Would you like some pear?

*Nope*

Would you like some cheese?

Touching the lid of the jar

of milk he turns to his mother

and says *Ump, ump*

"Honey, I think that you have

had enough milk," his mother says.

**SUMMARY**

It seems that at 22 months old Stefan was able to stay attentive to listening to the short stories for 1 hour and 10 minutes. Even the resource of the bottle did not help to keep his attention after 9:40 A.M.

**OUTPUT observation #2**

ACTIVITY OBSERVATION FORM

Stefan's birth date; Dec. 11, 1996

Current age: 22 months

Date: Monday, November 2nd,. 1998

Place: Seating at the kitchen table

Activity to be observed: Listening children's short stories at breakfast time

Start: 8:31 A.M.

End: 9:50 A.M..

OBSERVATION

INFERENCES

8:31/837 Listening the short story
"The Wolf and the Seven Little Goats"
Stefan is sitting on his high chair,
The wolf's voice is heard. Stefan
says *da, da, da*.
He is listening quietly
8:37/847 Listening to the short story
"Snow White and the Seven Dwarfs".
8:41 Stefan grabs the bottle that he had
left on the table. He sucks the bottle.
He touches the edge of the kitchen table,
He is still sucking.
8:43 Stefan begins to bite the bottle's
nipple.
8:45 He notices that I am writing, and
he is looking at my notes.
He is still sucking his bottle while he
looks at the machine
Again he is looking at my writing.
He moves in his chair.

He is listening quietly
8:47 The short story ends. Stefan
moves in his chair. The short story
"The Milk Maid" begins.
Stefan puts his bottle on the table.
He is looking at my writing.
He continues listening quietly.
He smiles and moves his body from side to
side in time to the music.
8:49 He moves again while listening
He moves his legs
He listens to the voice of the animals
in the story. When the cow says "Moo"
Stefan says "Moo" as well and points to the
cassette player. He looks at the machine.
Now he is looking at my writing. He moves his body.
He looks over at the machine again. Now he is
looking out the window. 8:53 The story ends.
The story Caperucita Roja begins. Stefan is
looking at my writing. He looks at my coffee cup.
He picks up his bottle from the table.
8:55 He hears the voice of the wolf. He appears to
be listening attentively. Says, "Dada".
8:56 He is listening quietly. He puts his bottle
on the table.
8:58 While the dialogue between
Caperocita Roja and the wolf plays, Stefan
listens quietly. He points to the machine and
says, "Dada".

9:00 The story ends. Stefan says, "Done".
9:04 Stefan is standing in the middle of the
of the kitchen floor. His bottle is hanging from
his mouth. He removes it to shout, "Hey!"
and looks at me. He keeps the bottle in his right
hand. He says, "Don't sit."
9:07 He is trying to stand in his high chair.
Now he is listening quietly again, moving
his body from side to side along with the music.
9:08 He stands up. The song finishes and he says,
"Done".
He is standing in his high chair, listening quietly.
He lifts his right leg up over the arm of the high chair
as though he is going to step out of the chair. He says, "Down".
I lift him out of the chair and set him on the floor.
9:10 The song finishes and a new one begins. Stefan
pushes his chair over to the counter where
the cassette player is sitting. He grabs one of the tapes
in his right hand. He looks at it closely, turning it over
several times to examine it from all angles. He
throws it onto the floor.
9:12 He picks up a magnetic alphabet letter from the floor.
He walks over to the fridge.

**OUTPUT observation #3**

ACTIVITY OBSERVATION FORM — Stefan's birth date; Dec. 11, 1996

Setting: Kitchen — Current age: 22 months

Date: Tuesday, November 3rd,. 1998

**Activity to be observed**: Listening children's short stories at breakfast time

Stefan is picking magnetic alphabet letters off of the fridge door one by one and then sticking them back on the door.

Start: 9:13 A.M. — End: 9:47 A.M..

| OBSERVATION | INFERENCES |
|---|---|
| 9:13 Stefan says, "K de Krisha". | |
| 9:14 He picks the cassette up off of the floor. He runs over to the counter where the machine is and lifts up the cassette, indicating he would like me toput it into the machine. I do so. El cuento "El gato con botas" begins. | |
| 9:17 Stefan is standing in the kitchen, listening to the story. He walks over to me and lifts his arms, indicating that he would like to sit on my lap. I do so. He reaches for my pen and paper. I place him back on the floor. He continues to listen quietly to the stories, not saying anything. He is standing by his high chair, his right hand is lightly touching the seat belt of his high chair. He walks over and stands beside me. "Up" he says and climbs up my legs. He gets up onto my lap this way. He sits quietly, listening to the story. | |

9:22 He is down on the floor again, standing between my legs. He still appears to be listening to the story. He moves side to side, slowly. "Do" he says. His left foot is stepping on the foot of the table. When I open my legs from around his waist he grabs them again and closes them close to his waist. He continues to listen intently.

9:26 He continues to stand between my legs. He still appears to be listening to the story. He is looking down at the floor.

9:27 The story ends. The short story "Pulgarcito' begins. He continues to stand between my legs, looking down at the floor.

9:29 He slides down onto the floor and sits on my feet. He looks over at the magnetic letters which are on the floor and says "ene a Ocio" He looks up at the letters on the fridge. He stands up, still looking at the letters. He sits down on my feet again, still looking at the letters.

9:34 He is still listening quietly to the story while sitting on my feet. He uses his hands to lift his weight a bit and redistributes himself on my feet. He continues to sit quietly and listen.

9:33 He is touching his the sock on his left foot with his left hand.

9:34 The story ends. "Done", he says. The story of "Ratita" begins. Stefan is still sitting on my feet. He is touching the buckle of his

left shoe with his left hand. Now he cross his hands across his knees. He moves his fingers. He touches my left slipper with his left hands. He continues to listen to the story.

9:39 He stands up and takes two steps. He steps back to me and sits again on my feet.

9:40 He stands again, then sits down again. The story ends. The story Pinochio begins. Stefan is still sitting on my feet, apparently listening to this next story.

9:43 Stefan touches his feet and legs with his hands.

9:46 He rests his head against the edge of my chair.

9:47 The story ends. Stefan says, "done".

**OUTPUT observation #4**

ACTIVITY OBSERVATION FORM | Stefan's birth date: Dec. 11, 1996

Setting: At the kitchen table | Current age: 22 months

Date: Wednesday, November 4th, 1998

**Activity to be observed**: Listening children's songs at breakfast time

Start: 9:52 A.M. | End: 10:09 A.M..

OBSERVATION | INFERENCES

9:52 Cepillin begins song #1. Stefan is standing in his high chair. He is looking over at the cassette player which is sitting on the kitchen counter. He sits down. He stands up. He looks over at the machine again.

9:54 His sister Rocio walks into the kitchen. Stefan says, "Hoo Ocio". "Hola" she responds. Stefan looks over at the window, apparently looking outside while he listens to the music.

9:56 Rocio returns to the kitchen. Stefan says, "Ocio". Then says, "Down" and I lift him down out of the chair. Rocio opens the door of the fridge. Stefan runs over to look inside.

9:58 Stefan is looking at the magnetic alphabet letters which hanging on the door of the fridge. He touches them one by one. He touches the M and says, "M de Mami." He touches the R and says, "R de Rocio". He touches the O and says, "O", and the Q and says, "Q". He touches the P and says, "P de Papa". He walks to

his high chair. He climbs up and sits there.
10:07 Rocio turns off the tape machine which is playing his stories. Stefan shows no reaction or change in expression or behavior. She turns the tape on again and again, Stefan shows no visible reaction. Rocio turns the stories off and again Stefan shows no reaction. Rocio turns on the stories. Stefan smiles.
10:08 Stefan picks up a piece of toast from his plate and takes several bites. He puts it down on the plate again and slides down from his chair to the floor. He walks over and stands beside Rocio. He looks up at her for 10 seconds then walks back to his high chair. He climbs up and again picks up his toast and takes a few more bites. He looks at me and says, "Where Ocio?"
10:09 The observation ends.

**OUTPUT observation #5**

ACTIVITY OBSERVATION FORM

Setting: at the kitchen table

Date: Thursday, November 5th, 1998

Stefan's birth date: Dec. 11, 1996

Current age: 22 months

**Activity to be observed**: Listening children's songs at breakfast time

| Start: 8:39 A.M. | End: 9:03 A.M.. |
|---|---|
| OBSERVATION | INFERENCES |
| "Cocococococo" | several times the song mentions the word "Mama" Stefan says "Mama" |
| 8:40 "El piojo y la pulga" | Stefan smiles and points at the machine and says, "Ta da". |
| 8:43 "Popotito" | Listening quietly |
| 8:46 "Vamos a la escuela" | Stefan touches a magazine that is on the kitchen table. He says "Op she bo" and points at the machine. He stands up. |
| 8:49 The songs end. | Stefan stands up in his chair. "Arba" he says. He repeats "Aba, jus, aba jus". He continues standing in the chair, and appears to be listening to the story. |
| I say, "Sientate". | He continues to stand. He kneels then stands up. |
| 8:53 I put on the cassette Cepillin to play. | Stefan sits quietly, occasionally looking over at the cassette machine. He appears to be listening attentively. |

| | |
|---|---|
| | He stands up and points to another tape cassette. "Ugh, Ugh Atey" he says. He is moving his body in time to the music, swinging his arms from side to side. He sits down, then stands up again. He is fidgeting in his chair and appears to be getting restless. He points to the letters on the fridge and says, "Up, up up, up, up." |
| 8:57 The song ends I put on another tape of music. | Stefan sits in his chair watching me write. He smiles. "I done, I done, I done," he says. He stands and holds out his arms for me to lift him out of the chair. |
| The song continues to play | Stefan opens the dishwasher, pulls out the bottom tray and begins to remove the dishes, placing them on the counter one by one. |
| 9:03 I turn off the cassette player. | "It done," he says and continues his job. |

End of the first part of this session of observation

**OUTPUT observation #6**

ACTIVITY OBSERVATION FORM — Stefan's birth date: Dec. 11, 1996

Setting: at the kitchen table. — Current age: 22 months

Date: Friday, November 6th, 1998

**Activity to be observed**: Listening children's stories at breakfast time

Start: 9: 45 A.M. — End: 10:05 A.M..

| OBSERVATION | INFERENCES |
|---|---|
| The story "The Seven Little Goats" is playing | Stefan is sitting in his high chair. He holds out is hands to me and I take it. We hold hands while we listen to the story. When Stefan hears the voice of the wolf he says, "Da". He continues to listen quietly. He seems to be very attentive. |
| The story "Blanca nieves" begins to play. | He continues to listen quietly. He smiles when the dwarf speaks. He looks at out hands which are joined together, and reaches over with his free hand and touches mine. He turns to look at the cassette machine, then he looks at the window. He peers at an insect that is crawling on the window glass. |
| "Blanca nieves" ends and "La lechera" begins. | Stefan looks out the window and points outside to the men who are working there. He looks at the cassette machine and smiles. He |

listens quietly. He looks down at my hand which is still holding on to his. He slips his hand to my wrist and touches the edges of my wrist watch. He looks at the machine then looks at my hand. When the cow in the story moos he points to the machine and says "Da". He continues to look at and touch my left hand.

10:05 The story ends and "Caperucita roja" begins. I stand up and go to the laundry room. I return to the kitchen

Stefan shouts.
He is standing up in his chair and his face looks as though he is about to cry.

**OUTPUT observation #7**

ACTIVITY OBSERVATION FORM — Stefan's birthdate: Dec. 11, 1996

Setting: at the kitchen table — Current age: 22 months

Date: Saturday, November 7th, 1998

**Activity to be observed**: Listening children's stories at breakfast time

Start: 8:56 A.M. — End: 10:12 AM

| OBSERVATION | INFERENCES |
|---|---|
| 8:56 We are sitting in the kitchen listening the story "El lobo y las siete cabritas" on the tape machine. The wolf speaks in the story. | Stefan is drinking milk from a bottle. Stefan looks at me then reaches out his hand to me, indicating that he wishes to hold my hand. He says, "Da."and points to the machine. |
| 9:03 The story ends.The story "Blanca nieves" begins. | Stefan continues to hold onto my left hand. He is sitting quietly and appears to be listening attentively to the story. |
| 9:07 His older brother comes into the kitchen. He is moving around in the kitchen as he prepares his breakfast. | Stefan stretches, still holding on to my hand while listening to the story. |
| I stand up to pour myself a cup of coffee. I return to the table. | Stefan hold out his hand to me and we join hands once again. |

| | |
|---|---|
| 9:19 The story ends and "Caperucita roja" begins. | Stefan is still holding onto my hand. He is listening quietly. |
| The wolf speaks | Stefan raises his eyebrows and looks at me. |
| I try to hold hands | Stefan grabs mine immediately. He is still listening quietly. |
| The wolf speaks | Stefan says, "Da". |
| 9:25 The story ends. | Stefan takes his empty bottle that was on the table and sucks on the nipple. He looks over at the tape machine and says, "Ug", and points to the machine. |
| I say, "Que paso?" | He says "Happen". |
| I stand up to change the cassette in the machine. I put in a music tape. | |
| 9:28 A song begins to play. I go back to sit in my chair. | Stefan holds out his hand for me to hold in mine. He is rocking his body to the music. |
| The song ends. | Stefan says, "I done, I done, I done" and looks at me. |
| 9:30 Another song begins to play. | He is listening quietly to the music He moves his body from side to side in time with the music. He reaches over and takes his empty bottle from the table. He raises his arms and says, ug, hug". |
| 9:31 The second song finishes and the third begins to play. | Stefan begins to play with his bottle. |
| 9:34 The third song finishes. | Stefan points to the machine and |

| | |
|---|---|
| | says, "Da". |
| 9:35 The fourth song begins to play. | Stefan stands up in his chair. He sits down on the chair's tray. He leans over and places his bottle on the kitchen table. He looks at me and says, "Papi". He appears to continue listening to the story. He moves his left foot while looking at the tape machine. |
| 9:36 The fourth song ends and the fifth begins to play. | Stefan continues to sit on the tray of his high chair. He reaches over and picks up his bottle from the table. He extends his right foot and places it on the kitchen table. |
| 9:39 The 5th song ends. | |
| 9:40 I put another cassette The first song begins. | Stefan continues to sit on the tray of his high chair. He stands up. He begins to dance by moving his body up and down. |
| The word "Mama" is heard in the song | Stefan says, "Mami". |
| 9:42 Again the word "Mami" is heard in the song | Stefan repeats, "Mami". He continues to stand up. He looks through the window. He points and says, "Dada". |
| 9:43 The next song begins. | He is standing in his chair. He puts out a foot and rests it on the table. He tries to stands, then kneels, pulling himself onto the kitchen table. |

| | |
|---|---|
| I say, "Cuidado". | He begins to dance, bobbing up and down to the music. |
| 9:45 | Stefan is still sitting on the table, dancing to the music. |
| 9:46 | He climbs back to his chair. A whistle is heard and he smiles. He continues to move his body in time to the music. |
| 9:49 | Stefan is sitting quietly in the chair. apparently he is listening to the music. He looks over to my writing. |
| 9:50 | He climbs down from his chair and lifts his arms, indicating he would like me to pick him up. Now he is sitting on my left knee. He points to my writing. |
| 9:51 The third song ends and another begins. | He stands up on my legs. |
| 9:52 | He sits down again. He is looking at my writing. He raises my pen, then puts it down again. He appears to continue listening to the music. He slides down off my knee and walks over to the fridge where the magnetic letters are. He begins to change the position of the various letters. As he moves each one he says, "R de Rocio, P de Papi, N de Nino". |
| 9:55 The fourth song ends, and the fifth begins. | Stefan walks to the table and takes his bottle and sucks it. He reaches up and |

lifts up my left hand. He moves around the back of my chair. He kneels and crawls under the table. I cannot see him.

9:57

He crawls out from under the table. He continues to suck his bottle.

The song ends and another begins.

Stefan is standing by my left knee. He is slowly moving his body back and forth in time to the music. Twice he reaches for my left hand, bringing it up to his mouth.

I say, "No muerda" (No biting) and take away my hand.

He makes a face as if to show that he is upset. He goes back to his chair. He walks back and stands beside me. He takes the fingers of my left hand into his hands and pulls on them. Then he puts them down and climbs up on my knee again. He stands up and says, "Pooh, Pooh".

10:02 The song ends and another one begins.

Stefan is sitting on my knee. He leans against my chest.

I kiss his head.

He is slipping down, so climbs up onto my knee again. He climbs to a kneeling position on my legs.

I kiss him and he hugs me.

I do not know if he is listening to the music at this point or not. He stands up and extends his arm as though he

| | |
|---|---|
| | is trying to reach some fruit from the counter that is behind me. He says, "Mi, mi". |
| 10:05 | While he is standing on my legs he is looking at the bulletin board. Now he is looking at some flyers. He is singing, "AAAAAAA".He is jumping on my legs. |
| 10:07 The song ends and a new one begins. | Stefan sits on my lap. He slides off and stands on the floor. "Mami? Rocio? Rocio?" he asks. I do not respond. He sings "La, la, la", then "Na, na, na". He pulls on his chair but loses control and falls down on the floor.He stands up and again sings, "La, la, la, Na, na, na". |
| 10:10 The song ends. The Song "El sapito" begins | He continues to sing, Na, na, na". He lowers himself to the floor and crawls under the chair. |
| 10:12 The song ends. | "Where Rocio?", he asks. |

The song ends, as does this session.

OBSERVATIONS

Stories grab his interest, he even asks for more. Songs do not seem to interest him as much. I will continue using the same songs because of the INPUT. I will free him. I will no longer sit him in his high chair, but in his little plastic chair.

Taking notes OUTPUT Saturday, Nov. 7, 1998

Stefan's Word Inventory

Two word sentences

What happen?

There's (There is)

I don't (Don't do that)

Single Words

Sucio

cri

cruz

oucio - evolution of *Ocio*. Apparently he is looking for the sound *"ro."*

Pinoto (Pinochio)

Taking notes OUTPUT Thursday, Nov. 12th, 1998

**Notes**:

Sensible reduction of his attention

No more sitting quietly.

Discriminating - before he used to listen quietly to all the stories, now he gives more attention to certain ones.

Identification of synonyms - Listening to the short story of "Puss in Boots" the word "asno" is mentioned. He knows the word "burro". He makes the identification of both words. I think because of the burro's voice "Ji. Ja. Ji. Ja Ji ja.

Taking notes OUTPUT Tuesday, November 17th, 1998

**Setting**: Kitchen, Stefan is sitting in his high chair. It is breakfast time. He is listening to children short stories.

| **Inventory of words** | Stefan says |
|---|---|
| Listening the short story "El gato con botas." | |
| The voice of a lady is heard | *Ama* (grandma) |
| The ogre's voice is heard | Pointing to the record machine, *Ta* |
| | Pointing to the fridge (asking for |
| | A bottle of milk. *Um, um, um* |
| Listening the short story "La ratita": | |
| A donkey's noise is heard | *Ji, ja, ji. Ja* |
| A rooster sings | *Ki, ki, ki, ki* |
| A duck "speaks" | *Pa, pa* |
| A dog is heard | *Bow, bow* |
| A cat appears and says | *Jat Mau, mau* |
| The short story "La ratita" ends | *It done* |
| The short story "Pinochio" starts | *Happen Ita?*(What happened with the |
| | little rat?) *Ita more* |
| Stefan's father says "?mas Ratita?" | *Mash tita* |
| Stefan's father stops the short story "Pinochio" | |
| and rewinds to "La ratita" that begins. | |
| The cat appears | *Jat* |
| The short story "La ratita" termina y | |
| "Pinochio" starts. While this short story | |

is running...

*Ha papy!* (Hi dad!) Stefans begins to playing phoning; *Ama* (grandma)
*Ho mama!* (!Alo mama!)
*Ho ama* (!Alo grandma)
*?Isi?* (He is asking for Tiffy, Grandma's dog).
*Bye ama!*
*Bye mama!*
*Bye Isi!*
*Ho mama!*
*Mama - ama*
*Mama Isi pemba*
*Ho mama!*
*Ho Ama*
*Bye ama!*
*Bye ama!*
*Ho mami*
*Ho mama*
*Ho mami!*
*In bapa bapa in Aqui mono*
*Apa* (grandpa)

**Notes**

To date, every day, Stefan expects to listen the short story "La ratita" which has become his favorite. He patiently waits while listening to six other short stories before "La ratita" plays on the cassette.

Taking notes OUTPUT Wednesday, November 18th, 1998

**Setting**: Kitchen, Stefan is seating on his high chair. It is breakfast time.

| **Inventory of words** | | Stefan says |
|---|---|---|
| Listening to the short story "Caperucita roja" | | |
| the word "abuelita " is heard | | *Ama!* |
| Stefan is pointing to magnetic letters on the | | |
| fridge | N | *Ene, ene* |
| | *R* | *Oucio* |
| | D | *Im?* ( Where is Duane?) |

Taking notes OUTPUT Monday, Nov. 23rd, 1998

Julius and Stefan are talking together in Spanish. Stefan said 'Monkey". Julius did not respond. Stefan then said "Mono", switching from English to Spanish.

Tuesday, Nov. 24th, 1998

For several weeks I have been reflecting on the high level of violence I am giving to my son every day by playing these fairy tales to him. I have been concerned about this situation for a long time now. However my lack of resources in terms of Children's stories in Spanish has made me hesitate to take a radical measure. Today I say, "Enough is enough".

1. Suppress those short stories that have high levels of violence.
   El Lobo y los 7 cabritaas (The Wolf and the Seven Goats)
   Blanca nieves y los siete enanitos (Snow White and the Seven Dwarfs)
   Caperocita roja (Little Red Riding Hood)
2. Omit the violent parts in these short stories:
   El Gato con botas (Puss in Boots)
   Pulgarcito
   La Ratita
   Pinocho (Pinochio)
3. Continue listening to La Lechera (The Milk Maid)
4. Get new short stories that are not violent.

**OUTPUT** December 11th, 1998

Stefan, my son:

"El tiempo pasa, nos vamos poniendo viejos." dice el cantautor cubano Silvio Rodriguez. It seems to be yesterday when I noted:

> At this time (13 months) Stefan, you have approximately a comprehension of about 200 words in both Spanish and English. You are used to responding accurately to simple questions such as *Donde esta la vaca*? and *Where is mami*? You attend to commands like *Deme la pacha*, and *Put your boot on*. Obviously, your level of understanding of both languages is ahead of your production.

Recently I read that "the child distinguishes two languages in his linguistic environment." (Abstract from ERIC ED). The author of this article confronted data from his experience with his bilingual daughter with the data from two linguistic-parents who many years ago raised their children to be bilingual. I have believed that you did not notice that we are communicating with you in two languages: your mother in English, which is her mother tongue, and with me in Spanish, my native language. Because I had no evidence to the contrary in your reactions, when I read that information I was skeptical. Even when I read the next quotation, I said to my self "But, my little one does not show anything according to this".

> Five types of behavior are described which might provide evidence that the child is able to perceive the existence of two language systems earlier than has been proposed. In discussion of the possession of two "native" languages by the bilingual child, data from the author's daughter is presented, showing her to possess two coexisting grammars and social norms for the use of each. (Abstract from ERIC)

Then in early December, before your second birthday you began to smash this theory : reading the book "Selva tropical" pointing to the monkey you said to me, *"mono"* then you turned to show your mom and said, *"monkey"*. You did this several times on different days and in different contexts (animated objects, animals or cartoons; listening and/ or watching them). You were able to switch languages to communicate with each of us. Your mom and I admire you for doing that. But to be sincere we did not know that you knew

what you was doing: managing words from two languages to communicate with the correspondent interlocutor! This double managing gives evidence of your metalinguistic abilities in the process of building the bases of your bilingualism in Spanish and English. languages.

To know that you are on the right path makes me feel very proud of you. Keep progressing, Happy birthday, my beloved son,

Your *papito.*

**Round # 2 Samples of INPUT/ INTAKE/OUTPUT sessions** March 1999

Observation INPUT/INTAKE/OUTPUT

Setting: studio, seating at the computer desk. Writing/reading

Date: Monday, March 15th, 1999

Start: 2:35 P.M. End: 2:55 P.M.

Stefan is writing in the computer. His father is seating beside him. Father will be abbreviated with F, and Stefan with S

| | |
|---|---|
| F: Escriba la letra A S: *A de aba* (agua) | Stefan looks on the keyboard and clicks on A |
| F: Ahora la B de burro | Stefan looks and clicks on B |
| F: Ahora la C de Carole y de Carlos | Stefan looks and clicks on C |
| F: Ahora la D de David Y de dedo | Stefan looks, but he does not find it. Father helps to find letter D and he prints it |
| F: Ahora la E de...<br>*S: fante* | Stefan looks and clicks on E |
| F : Ahora la F de foca | Stefan looks, but he does not find the letter.<br>Father shows F and clicks on it |
| F: Esta es la G de...S: *!gato!* | Stefan looks and clicks on G |
| F: Ahoara la H de...<br>S: *! Mamaydee!* | Stefan looks and clicks on H |
| F: Ahora la J de.. | Stefan looks carefully, instead he finds letter and clicks it. |
| F: Esa es la I, muy bien. Ahora escriba la J de Julius | Stefan looks and clicks on J |
| F:: Escriba la K S: *!de Krissya!* | |
| F: Ahora pongamos la L de...<br>S: *Ilana* | Stefan looks and clicks on L |
| F: Vamonos a la M de | |

| | |
|---|---|
| F: Vamonos a la M de<br>S: mamy | Stefan looks and clicks on M |
| F: Ahoara la N de...<br>S: nino | Stefan looks and clicks on N |
| F: Esta letra es mas<br>grande; se llama mayus-cula. | Father show the difference<br>with several letters |
| F: ahora escribamos la O de...<br>S: *ojo* | Stefan looks and clicks on O |
| F Ahora la P de...<br>S: *papi*<br>F: Ahora la q de<br>Stefan: *queso* | Stefan looks and clicks on Q |
| F: Ahora vamos a la R de..<br>S: *Rocio* | Stefan looks and clicks on R |
| F: Escriba la S de Stefan | Stefan looks and clicks on S |
| F: Ahora la T de ...<br>S: *tomate* | Stefan looks and clicks on T |
| F: Escriba la U de uva | Stefan looks and clicks on U |
| F: Ahora la V de vaca | Stefan looks and clicks on V |
| F: Ahora la doble v (W ) | Stefan looks and clicks on W |
| F: Ahora la X | Stefan looks and clicks on Y<br>Father corrects; No, esa es Y<br>La letra X es esta (clicking on) |
| S: *Chiquita y grande* | (Noticing capital and lower case<br>letter) |
| F: Ahora, ?cual es la Y<br>de Yuri. La Y ...<br>S: *de Yuri* | Stefan looks and clicks on Y |
| F: Z de... | |

S: *zapato*

F: ?Quieres escribir los numeros?
S: !Si! !Si!

| | |
|---|---|
| F: Escriba el numero uno por favor | Stefan looks and clicks on 1 |
| F: El numero dos por favor | Stefan looks and clicks on 2 |
| F: El numero tres por favor | Stefan looks and clicks on 3 |
| F: ?Cual numero sigue? | Stefan does not respond |
| F: Escriba el cuatro por favor | Stefan looks and clicks on 4 |
| F: Escriba muchos, muchos cuatros, por favor. | Stefan looks and clicks on 4 many times |
| F: Ahora el cinco | Stefan looks and clicks on 5 |
| F: ahora contemos lo que tenemos; uno, dos, tres, cuatro, cinco... sigue el... seis. Escriba el seis, por favor | Stefan looks and clicks on 6 |
| F; Escriba el numero siguiente. ?Cual es? Es siete. Escribamolo | Stefan looks and clicks on 7 |
| F: Despues del siete sigue el ocho. Si, ahora escriba el ocho | Stefan looks and clicks on 8 |
| F Que numero sigue despues del ocho? S: *Neve* | Stefan looks and clicks on |
| F:? Que numero sigue? | Stefan is playing with the arrows: Up and down, up and down |
| F: ?Quieres escribir el numero diez? S: !Howy! Howy! | The session of reading and writing is over! |

<u>Note taking</u>

Tuesday, March 16th, 1999

**Setting:** In the kitchen area. Breakfast time. Seating on his high chair, while eating, Stefan is listening the audiotape "Cepillin" in Spanish.

The song "No controles" is heard.
Stefan: *No toles"*
The song "Los pitufos is heard.
Stefan: *Dia jugar ninos*
Stefan's father begins to dance
Stefan: *I done, I done.*
Stefan: drops some milk on the table of his high chair. Pointing to the shape that has been formed by the spilled milk he says *Y de Yuri* ( Yuri is his brother who lives in El Salvador). With his index finger Stefan draws with the milk on the table and says *K de Kryssia* (one of his sisters who lives in El Salvador). He adds *Q de queso, L de Liliana.*
Father: ?Que mas?
Stefan: *b de bu (*b de burro*)*, h de abuelita ( Haydee is the name of his grandma who lives in El Salvador)

Note taking Wednesday, March 17th, 1999

**Setting**: Living room. Stefan's grandma is visiting.

Stefan shows Grandma the book "White Rabbit's color book," by Alan Baker (1994 )
Pointing the Rabbit's pictures figures he says:
*bin* (green)
*bit* (white)
*bu* (blue)

Grandma: What color it is?
*Stefan: bit (White)*
Grandma: Now, what color is it?
Stefan: *What happens?*
Grandma: What color is it?
Stefan: *bu* (blue)
Grandma: And this?
Stefan: *perpre* (purple)
Grandma: What color is the rabbit now?
Stefan: *bu (blue)*
Grandma: What color is the rabbit?
Stefan: *bin babbit.* (Green rabbit)
Grandma: What color...?
Stefan: *bin* (green)
Grandma: What color is this?
Stefan: *baum babit* (brown rabbit)

**Comment**: While speaking English, these days, Stefan is changing the sound of the initial consonant with the "b" sound. It will be interesting to notice if he observes this change also in Spanish.

Note taking Thursday, March 18th, 1999

**Setting:** In the kitchen

Stefan sees his older brother Julius, and runs to his play area to pick up the book "Winnie the Pooh Picture Dictionary," by Walt Disney.

Julius: ?Como se llama este?
Stefan: *tocolote* (tecolote)
Julius; ?Y este?
Stefan: *tonejo* (conejo)
Julius: ?Y este otro?
Stefan: *tochino* (cochino)
Stefan: (Pointing) *Those abejas, arpol, abeja buzzzz*
Julius: miel
Stefan: *dos abejas buzzzzz*
Julius: ?Este, como se llama?
Stefan: *elfante* (elefante)
Julius; ?Y este?
Stefan: *lobo (pointing:) !*dos abejas! *What happens?*
Julius: ?Esto como se llama?
Stefan: *flor.*
Julius. !Muy bien Stefan! ?Y esto que es?
Stefan: *honey*
Julius: miel. El senor Tecolote
Stefan: (Pointing:) *Igor, Pooh, pumpkin*
Julius: Alli va volando Pooh
Stefan: *abejas buzzz*
Julius: ?Y esto que es?
Stefan: *hoja.* (Pointing:) *golfer, cochino.*
Julius: zanahoria
Stefan: *chayoyia*
*!Sii!*
Julius: miel, miel
Stefan: He does not respond
Julius: plato
Stefan:*plato. Outside*
Julius: afuera. Fusil. ?Y esto, como se llama?
Stefan: *espejo.* (Pointing: ) *!Los elfantes! !aba!* (Los elefantes, agua). Kanga
Julius: ?Como se llama el bebe de Kanga?
Stefan: *boot*
Julius; silla
Stefan: *silla.* (Pointing:) *cake!*

Julius: pastel. ?Como se llama esto?
Stefan: *chayoyia (zanahoria).* (Pointing: ) *!those tomates! , !tonejo!*
Julius: ?Y esto...?
Stefan: *lampaa* (lampara)
Julius; !Muy bien! ?Y esto como se llama?
Stefan: *Flores*
Julius: si, se parecen a las flores. Se llaman hongos. ?Y esto?
Stefan: arbol
Julius: nieve
Stefan: *neve*. (Pointing the broom:) *basura.*
Julius. Muy bien Stefan. Esto se llama cono, cono,
Stefan: *cono*
Julius: !Bien! ?Y esto que es?
Stefan: *abeja*
Julius: se llama libelula
Stefan: *Libebo.* (Pointing:) *What happens?*
Julius: anda nadando en el agua; nada.
Stefan: *nada*
Julius: puente
Stefan: *pete*
Julius: ?Y esto como se llama?
Stefan: cloud
Julius: En espanol se llama nube.
Stefan: *nube*

**Comments:**

1. Note how, as adults, sometimes we do not respond to the questions and issues that the child addresses. For instance, in this interaction, Stefan insists by pointing and mentioning the bees and even their sound bzzz; after he questions What happens? and again, there is no answer. Instead, we prompt him to answer a different question It is important to point out this carelessness. In this specific moment these are issues that are interesting to him; and if we become used to not responding we might affect Stefan's communication skills. In other words we would be modeling to him to not listen to others appropriately, inheriting him with a pattern that will mark his language as unarticulated and incoherent.

2. Prompting is very important in the INPUT-INTAKE-OUTPUT process, but no more important than positive (verbal and physical) reinforcement. This must be continual and expressed in different ways to avoid artificial formalism.

3. As a bilingual child in process, when he does not know the word in one of the two languages, he says that word in the other language. It is convenient to give him the word in

the other language, but with no connotation of correction. On the contrary we might inhibit the child and break the fluid communication.

4. In the interrelating between adult and child to trigger INPUT-INTAKE-OUTPUT, the questions must be varied, for instance, ?Que es esto? ?Como se llama esto? Esto, ?como se llama?, and so on.

5. When Stefan points to the broom and says *basura (garbage)* he is giving OUTPUT for association.

Note taking Friday, March 19th, 1999

**Setting**: having a bath.

Father: (Showing Stefan a foam number puzzle) ?Quiere jugar con los numeros?
Stefan: *!No!*
(Suddenly, Tiffy, Grandma's dog, appears)
Father: !!Hola Tiffy!
Stefan: *Hi Tiffy!*
(Tiffy leaves)
Father: (Giving the number Zero to Stefan). Ponga el cero en el rompecabezas.
Stefan puts the zero in its respective location.
Stefan: (Putting number 9 in its respective location in the puzzle)
*Ese es ati* (Ese es aqui)
Father: Perfecto, muy bien , Stefan.
Stefan moves both hands into the water and shouts to one of his "amiguitos" of the bathtub:)
*No, no, Calitos, vaya alla. mas alla.*
Father: ?Que esta haciendo Carlitos?
Stefan: (does not respond. Instead he counts pointing the foam number puzzle)
one, two, five
Father: uno , dos, cinco.
Stefan: (Pointing to #6) !Achi! (Alli)
Father: Seis
Stefan: Seis
Father (Using the space of number 6, with a pencil he writes this number on the edge of the bathtub)
Stefan: !Seis!
Father; (Pointing to Stefan's amigitos in the bag) !Vamos a ver a los otros amigos!
Stefan: !No! !Achi! (He holds the pencil and "draws" some numbers using their respective spaces)

Note taking

March, 1999

**Comparison of Stefan's first words**

| English | Spanish |
|---|---|
| 1. hot (one syllable) | caliente (three syllables, one has a diptongue , combination of two vowels) |
| 2. dog (one syllable) | perro Two syllables, one has two"r" together that make a strong sound |
| 3. sit (one syllable) | sientate (three syllables. one has a diphthong) |
| 4. cat (one syllable) | gato (two syllables) |
| 5. light (one syllable) | lampara (three syllables) |
| 6. slide (one syllable) | deslizadero (five syllables!) |

We try to keep the same frequency of pronunciation of these words, my wife in English and me in Spanish. Gradually, Stefan learned first the English pronunciation of the six words. To date he has learned to pronounce only four words in Spanish, in this order: "gato", "perro" "lampara" and "caliente," although he accurately understands the meaning of the six words. It seems that the experiential learning in context is related to the concrete phonology and morphology of the words.

**Round # 3 Samples of INPUT/ INTAKE/OUTPUT sessions**

May 1999

Note taking Monday, May 17 th, 1999

**Setting:** In the kitchen area. taking breakfast

Stefan: *Jalea*
Dad: ?Quieres pastel?
Stefan *Oh!*
**Comment:** Since last month, Stefan is giving positive answers with the expression: *Oh!*

Note taking Tuesday, May 18th, 1999

**Setting:** In the kitchen area. Stefan is playing with two little cars.

Dad: ?Que paso?
Stefan: *Dos carritos*
Comment: Stefan responds with two words, no verb.

Note taking INPUT, INTAKE, OUTPUT

**Activity to be observed**: having a bath

Date: Wednesday, May 19th, 1999 Place: Bathroom, seating at the bathtub.

Start: 10:00 A.M. End: 2:55 P.M.

Father: F Stefan: S

F: Vamos a ver a los amigos de Stefan.
S: *Los amigos*
F: Los amigos de Stefan tienen pan y no nos dan
S: *Tenen pan*
F y
S:*no dan.*
F: Muy bien, Stefan.
F: ?Quienes son los amigos de Stefan? ?Quienes son? Son, son, son, son
S: *Pato*
F: ?Y este?

S: *Patito*
F: Y este ?como se llama?
S: *...a ballena*
F: Mira, ?cual es este?
S; *A godito*
F: ?Cuales son estos?
S: *e vuebo, Caditos, edaton*
F:: ?Como se llama este?
S: *A pupo*
F: Aha! ?Y este otro?
S: *e pez azul*
F:?Y este?
S: *Oto pez*
F: ?Cual falta?
S: *e coco!*
F: Todos los amigos de Stefan son, son son, son el:pato, el patito, la ballena, el pulpo, dos peces, un cocodrilo, el raton.. Ademas, aqui estan el gordito, el huevo, Carlitos,

**INPUT/INTAKE/OUTPUT observation**

ACTIVITY OBSERVATION FORM

Stefan's birth date; Dec. 11, 1996
Current age: 2 years months
(29 months)

Setting: Parents' bedroom

Date: Thursday, May 20th, 1999

Activity to be observed: waking up

Start: 7:00 A.M.

End: 7: 15 AM

| OBSERVATION | INFERENCES |
| --- | --- |
| Stefan says something like *uh, uh, uh.* His mother says *good morning!. Do you want to came here. We are waiting to you.* Stefan comes and jumps on to our bed. He is holding the book "Farme Grov" and says *more, more.* His mother reads the books in English. | Stefan seems to be very attentive. |
| A rooster appears in the book. Stefan points it and shouts *Qui, qui, qui, qui.* | |
| Stefan points the cow and says *moo, moo;* then the horse *ign, ign, ign.* | |
| When mother finishes, his father offers *?Quieres que te lo lea*? Stefan responds *Si! Si!* When father stars reading, Stefan begins to play with his little brother Carlos | Mikel There is no more interest in reading. |

**INPUT/INTAKE/OUTPUT observation**

ACTIVITY OBSERVATION FORM

Stefan's birth date; Dec. 11, 1996

Setting: Living room

Current age: 2 years 5 months (29 months)

Activity to be observed: playing

Date: Friday, May 21, 1999

Start: 10:25 A.M.

End: 11:00 AM

OBSERVATION

INFERENCES

Mother says to Stefan *Show me your finger.* Then both count and jump: *cero, uno, dos, tres , cuatro, cinco.*

He repeits alone: *cero, uno, dos, tres, cuatro, cinco.*

He holds a binder from the book case He throughout it to the floor. He sits and quietly passes the binder's pages. He leaves the binder and comes to touch and kiss his little brother's head.

He leaves, activates his record machine and when he notices that it does not work says *What happens?* After a while one of the song of the collection Mazapan is heard. Stefan follows the rhytm of the music bobing the top half of his body. Suddenly he stops moving, he holds an stool, sits and listen quietly.

Now he is weaving his arms following the music. When the song makes pauses, he also does. Music stops so he does. When the song restarts, Stefan begins his weaving.

The Spanish words "El chancho" is heard in

| | |
|---|---|
| the song and immediatelly Stefan says to his mother *(it is a) pig* | It seems like he is translating the Spanish word into the correspondent English word. He identifies who speak each language. |
| A sound of cow is heard and Stefan asks *Where did cow go?* | There is sentence structure using the word question where.. |
| The word "gallo" and its sound "Ki, ki, ri, ki In Spanish are heard. Looking to his mother Stefan says *rooster.* Mother moves around | |
| The song finishes and another begins. Stefan says *What'ass?.* He is listening. Now he is waiving his arms. He stops and just listening. Looking to his mother, he says *Coming mom, coming mom, sit on chair.* | Sentence structure using comas. |
| He continues listening quietly. He stands up to grab the baby's hand. Now, Stefan is hugging the baby. An airplane is heard. *Airplane,* he says. | |
| Stefan goes to the kitchen, *"Come here,"* he says. Mother asks *What happen in the kitchen?* He does not answer. | |
| Mother and Carlos Mikel leave the dining room and go upstairs. Stefan follows them counting the stairs: *uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece.* | |

**INPUT/INTAKE/OUTPUT observation**

ACTIVITY OBSERVATION FORM

Stefan's birthdate: Dec. 11, 1996
Current age: 2 years 5 months
(29 months)

Setting: Bath in the bathtub

Activity to be observed: Taking a bath

Date: Saturday, May 22th, 1999

Start: 12:50 PM.

End: 1:05 P.M.

| OBSERVATION | INFERENCES/COMMENTS |
|---|---|
| Father= F | Stefan= S |
| F: ?Adonde estan los amigos de Stefan?<br>Por favor deme los amiguitos<br>Deme el pato, el patito,<br>Deme la mama tortuga<br>Las dos tortuguitas- una rosada y<br>una verde_<br>Paseme la ballena, el cocodrilo,<br>el pulpo, el pez<br>Ahora , el raton en el pez,<br>el huevo en la estrella,<br>el gordito en la rueda,<br>Carlitos en la lancha,<br>los munecos en el bote | When father mentions the animal, Stefan finds it and hands it to papy<br><br>*No! gande!*<br><br><br><br><br><br><br><br><br>*No! bote!* |
| Ahora contemolos:<br><br>catorce, quince | *Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece*<br>*Dieciseis* |
| (Knocking the toys off side)<br>?Que paso?<br>Sentence structure | *Se cayo* |
| ?Que se hizo la tortuga verde?<br>?Cual otra falta?<br>?Cual otra falta?<br>!La tortuga verde! | *La tortuga verde* |

| | |
|---|---|
| *?Que color es la tortuga* | *Amarillo Note that the adjective does not grande?* follow yet the enderand number) of the name that the adjective refers. |
| ?Que color es el pez? | *Azul* |
| ?Que color es el patito? | *Amarillo* |
| ?Que color es la tortuga pequena? | *Nego* |
| !Es verde! | *Verde* |
| !Y aqui esta el cocodrilo! | |
| ?Que color es? | Anananajo |
| !Si! ?Yla ballena? | Eso es dojo |
| ?Y el muneco? | Eso es banco |
| Ahora, parese, por favor | Stefan stands up |
| Vamos a lavarlo aqui (scrubing him with sponge and soup) y las piernitas. Ahora sientese. | Stefan sits |
| ?Cuales amigos tiene alli? | |
| (Hold them up at a line) | *Pez, estrella, bote, tortuga gande* |
| ?Que color es? | Anananajo |
| !Muy bien! | |
| ?Cual le gusta mas? | !Coco! |
| Los cocodrilos... | Nadan |
| Los pecesitos | Nadan |
| Las tortugas | Caminan |
| y nadan tambien. | |
| | Stefan splashes |
| ?Esta caliente o fria el agua? | Fria |
| Fria. Muy bien | Cayendo |
| Father splashes in the water and sings a song | Stefan splashes while father sings again |
| | *!Mas! Mas!* |
| !Mas! He signs again while wash off the soup. | Stefan splashes |
| He places a toy on Stefan's head and | |
| asks ?Quien es? | *!El raton!* |
| !Muy bien! | |
| Placing another toy on Stefan's head. ?Quien es? | *!Ballena! !Se cayo!* |

... ?Quien es?
!Como adivina! Ahora...
?Quien es?
No parece ser el huevo.
Diga buenas noches a los amiguitos.
Father puts a bucket on
Stefan's head

!Otro pez!

!El huevo!

!No! Se cayo ese bote! !Se cayo!
Stefan knocks it down and says
*!se cayo!*

**INPUT/INTAKE/OUTPUT observation**

ACTIVITY OBSERVATION FORM

Stefan's birth date: Dec. 11, 1996
Current age: 2 years 5 months
(29 months)

Setting: Living room

Date: Sunday, May 23, 1999

Activity to be observed: Writing and reading

Start: 8:00 A.M.

End: 8:20 AM

| OBSERVATION | INFERENCES/COMMENTS |
|---|---|
| Father= F | Stefan= S |
| ?Que quiere que hagamos? | Letras |
| ?Cual primero? | Stefan writes some lines |
| !Muy bien, ya hizo una letra,. | |
| ?Quiere que le haga otra letra? | !Si! |
| Primero la A de ... | *Agua* |
| Despues la E de... | *Elefan* |
| Luego la I de... | *Igor* |
| Despues la O de... | *Ojo* |
| Por ultimo la U de... | *Uva* |
| Ahora ?cual quiere que le haga? | *Q de queso* |
| ?Ahora? | *Una A de avion* |
| ?Ahora? | *Un helicoptero* |
| (A nopise of an airple is heard) | *What's that?* |
| *?Que es eso?* | *!Un avion!* |
| Ahora, ?que quiere? | *La O de oso* |
| Father writes the word "oso" | Stefan closes to see the ord oso. He grabs a book called"Dazzle the Dinosaur" by Marcus Pfister, and says *uhg!, uhg!, uhg!* |
| ?Quiere que se lo lea? | !Si! He begins to pss the pages of the book. |
| Father reads the book in Spanish. When it is finished | Stefan grabs the book puts it on the book case and holds another" Selva Tropical" He comes back to his father |

Espere un minuto, por favor.

Ahòra si, vengase.
Father points

and says *!Mas! !Mas!*
Stefan sits on the floor and beging to see the book page by page.
Stefands stands and points *Los peces*
Stefan names he animals in the pictures:
*Peresosos, osos hormigueros,*
*Mariposas azules*
*Loros, tucanes, monos !auuuuuuuuh!*
Stefan names *!las maquinas*! !*agua!*

**INPUT/INTAKE/OUTPUT observation**

ACTIVITY OBSERVATION FORM

Stefan's birth date: Dec. 11, 1996
Current age: 2 years 5 months
(29 months)

Setting: Kitchen.

Monday, May 24, 1999

**Activity to be observed**: Breakfast time

Start: 10:24 A.M.

End: 10:48 A.M.

OBSERVATION

INFERENCES/COMMENTS

Father= F

Stefan= S

Father is at the counter and stove cooking.

Stefan is seating at the kitchen table eating quesadilla, drinking milk and looking at a book.

He picks a wedge of tortilla and looks at the book. Red and Blue". His father lifts a carton of eggs out of the fridge and looks inside.
F: What is this?
Stefan looks up.
S: *What happened, Easter eggs?*
F: Que son, Stefan?
Stefan goes back to eating and looks at his book.
S: *Tortilla and cheese.*
He points to the block of cheese on the counter.
S: *Cheese, some more cheese.*
He takes some more bites of the tortilla while looking around the kitchen.
S: *Orange, orange table.*
F: Quiere in poco de queso, Stefan?
S: *Si*
F: Si? Quiere?
S: *Ah, no.*
F: Es rica! Mami va a comer.
S: *No.*
Papi shows him the pan of food.
F: Quiere?
He puts some of the food onto Stefan's plate. Stefan watches but does not say anything.
F: ?Le gusta el huevo?

S: Picking up his glass says *milk*
F: Bings more food over to the table
S: *What happened?*
F: carnita
S: *carnita caliente*
F: Un poquito caliente
S: Loks at the pan of the eggs and says . *It is hot.*
F: Si, esta caliente
S: *Jumping, he jumping, up down;* he says as he ???? and lower himself in his chair.
F: ?Quiere agua Stefan?
*S: Si*
F: ?O quieres leche?
S: *Leche, vaca, moo*
F: He sings "Tengo una vacaq a vaca lechera" accompanied by Stefan who fills in respective sounds and moos.
S: *Gallo*
F: Gallo. ?Como dice el gallo?
S: *Ki,ki, ri, ki. Some more tortilla*
F: Ah
S: *Mas, otra tortilla*
F: Prepares tortilla with chesse, heats. "Ya van a estar" He asks to Stefan ?Tiene agua y tiene leche?
S: Looks over at his glass. He says *White, mom.*. He xxx down from his chair. *Hi mom,* giving her a hug.
F: Ya esta lista.
S: Stefan goes back to his chair and climbs up. He says *fria.*
F: caliente
*S: Caliente, no fria*
F: Aqui esta la otra
S: *Fria.* He takes a few bites of food; the he climbs down from his chair and goes into the next room to play.

**INPUT/INTAKE/OUTPUT note taking**

Stefan's birth date: Dec. 11, 1996
Current age: 2 years 5 months
(29 months)

Setting: Various

Tuesday, May 25, 1999

Activity to be observed: various

Stefan= S

Father= F

Taking a bath
S:*Ese cocodrilo se cayo*
*Ese cocdrilo es chistoso*

Having lunch
S: *U de uva*
F: ?Quieres mas?
?Que color es el mango?

Reading alone
S: *Eefante camina*
*La mamamamape codiendo*
*El raton caminando*
*Eefante*
*E cocodilo*
*E jabali*
*E mamamamapache*
*E mamapachito*

Reading with Stefan
F; Begins singing "Cuando el elefante camina"
S; !No! !Termino!
F: Cuando el elefante camina....
S: !No! !Termino!
...

F: Cuando el elefante camina
S; *Asusta al jabali*
*F:* Cuando el oso sale corriendo
S: A*susta al cocodilo*

Reading
S: *gallina, ganso, pez*

S: *gallina, ganso, pez*
F: ?Que mas?
S: *Es verde el pez, papi.*

Sentence structure with subject at the end.

*E abeja.*
F: ?Que mas hay?

The continual and repetitive INPUT of questions, introducing changes.

S: *A vaca*
F: La vaca

Correcting without negativism

S: *A vaca lechera*
*A pato*
*A pato*
F: ?Que color?
*S: Banco y yojo*

There are changes in the pronunciation of words. For instance, the word *rojo*; before could be *dojo*, then after a while is *yojo,* and so on..

*Y !anananajo!*
F: Es amarillo
S:P*apa oso, mamaq osa, e osito*

<u>Reading with Stefan</u>
F: Al mercado, al mercado
S: *Mecado*
F: A comprar un cochino gordo
S: *godo.*
F: (Pointing)
S: *A gallina doja, ganso*
*Mas papi*

Sometimes he omit or cut the article. Asking or requiring by a phrase. Using a sort of drill

F: Al mercado, a comprar una ...
S: *ovejita*
F: (Pointing)
S: *una vaca*
F: ?A donde se ha metido...?
S: *!La vaca!*

Sometimes he pronounces the article complete.

F: (Pointing)
S: *es un vuebo*
*Oto vuebo*
*?Que es eso?*
F: La cabra
S: *Comiendo zapato*
*Zanahoyas*

(Looking the last picture of the book:
a group is laying on the floor ):
*!Se cayo!*

He still using the singular "cayo"
instead the plural "cayeron"

F: Ellos estan durmiendo
S: !*No!, !se cayo!, !se cayo!, !se cayo!*

He strongly defends his perception of
the (He starts writing, then he goes to
people laying on the floor!

Carlos Mikel's swin and swing it)
!*Mas fuerte!*
F: !Dele mas fuerte!
S: *!Mas fuerte!*

Stefan: **June** is a month with plenty of significance:
June 11th, when the light came to my eyes
The month when devils opened red carnations
on my brother's chest.
June, month of teachers, Union and fighting
in my beloved country
Even, the father day is in June, the half of year
It is, no doubt, a good time to finish
these remembrances for you.
With much of love,
With many blessings
For you, my little son
from your papiya

## Appendix C

## Some of the learning resources used in

## the INPUT-INTAKE-OUTPUT process

## Appendix C

### Some of the learning resources used in the INPUT-INTAKE-OUTPUT process

**VIDEOS**

English

Disney Home Video (n.y ). The best of Walt Disney years. USA: Disney Enterprises, Inc.

Sony Music Entertainment Inc.(1997). The rainbow fish/ Dazzle the dinosaur. Ne Sony Wonder.

Teletubbies (1997). Dance with the teletubbies. England Kingdom: Ragdoll Productions
(UK) Ltd.

Walt Disney Home Video (n.y.). Winnie the Pooh. Pooh wishes. Friendship. USA: Disney

Walt Disney Home Video (n.y.). Winnie the Pooh. Imagine that, Christopher Robin! . USA: Disney Enterprises, Inc.

Spanish

Televisa S.A. de C.V. (1985). Cuentos de Cri-cri. México: Televisa S. A.. de C.V.

Video Visa S.A. de C.V. (1992). Bongo . México: Video Visa S. A. de C. V.

Video Visa S.A. de C.V. (1992). Varied cartoons. México: Video Visa S.A. de C.V.

**AUDIO CASSETTES**

Spanish

Cofre, Ch. (singer) and Mistral G. (writer), (1985). En dónde tejemos la ronda. Homenaje a CRI-CRI- Francisco Gabilondo Soler, (n.y). México: RCA

Supersonido (n.y.). Canciones infantiles. El Salvador: Supersonido.

Supersonido (n.y.).Canciones infantiles. El Salvador: Supersonido.

Canciones infantiles Chilenas. Mazapán. No más información..

Supersonido (n.y.). Cuentos infantiles. El Salvador: Supersonido.

**BOOKS AND TAPES**

English

(Book) Baumgart, K. (1992). Anna and the little green dragon. New York: Hyperion Books for Children.

(Audiotape) Baumgart, K. (1992). Anna and the little green dragon. New York: Troll Associates.

(Book) Mayer, M. (1997). Just me and my dad. USA: Golden Books Publishing Company, Inc.

(Audiotape) Silversher, M. and P. Camping (Groce, Larry). ( 1997) Just me and my dad. USA: Mercer Mayer.

Spanish

Bryant, S.C. (1990). Ricitos de oro y los tres ositos. México: E.L.S.A. de C.V.

Audiocasete: Ediciones Larousse, S.A. de C.V. (1989). México: Ediciones Larousse, S.A. de C.V.

E.L.S.A. de C.V. (1990). Blanca Nieves y los siete enanitos. Cuento tradicional. México: E.L.S.A. de C.V.

Audiocasete: Ediciones Larousse, S.A. de C.V. (1989). México: Ediciones Larousse, S.A. de C.V.

Perrault, Ch. (1990). Caperucita roja. Cuento tradicional. México:E.L.S.A. de C.V.

Audiocasete: Ediciones Larousse, S.A. de C.V. (1989). México: Ediciones Larousse, S.A. de C.V.

Perrault, Ch. (1990). Cenicienta. México:E.L.S.A. de C.V.

Audiocasete: Ediciones Larousse, S.A. de C.V. (1989). México: Ediciones Larousse, S.A. de C.V.

Perrault, Ch. (1990). Pulgarcito Cuento tradicional. México:E.L.S.A. de C.V.

Audiocasete: Ediciones Larousse, S.A. de C.V. (1989). México: Ediciones Larousse, S.A. de C.V.

**BOOKS**

English

Aryai, S. (1993). Colors. Los Angeles: Lowell House Juvenile

Aryai, S. (1993). 1 2 3s. Los Angeles: Lowell House Juvenile

Aryai, S. (1993).Shapes. Los Angeles: Lowell House Juvenile

Baker, A. (1994). White rabbit's color book. New York: King fisher books

Ballon Books (1997). Shopping with Benjamin. New York: Sterling and Ballon Books.

Ballon Books (1997). Benjamin's toys. New York: Sterling and Ballon Books.

Ballon Books (1997). Benjamin's first book. New York: sterling and Ballon Books.

Bernthal, M. and Langley, B.(1997). Barney. Catch that hat!. New York.: Golden Books Publishing Company, Inc.

Bernthal, M. and Valentine, J. (1996). Barney. Sharing is caring. New York.: Golden Books Publishing Company, Inc.

Boynton, S. (1995). A to Z. New York: Little Simon.

Boynton, S. (1995). Doggies. New York: Little Simon Books. New York: Random House.

Boynton, S. (1995). Moo, baa, lalala!. New York: Little Simon Books. New York: Random House.

Boynton, S. (1995). The going to bed book. New York: Little Simon Books.

Bridwell, N. (1963). Clifford . The big red dog. U.S.A. Scholastic Inc.

Butterfield, M.. And Fisher, J. (n.y.). Baby's day. UK: Ladybird Books Ltd.

Butterfield, Moira & Fisher, Julie. (n.y.). Look and talk. Baby's Day. U.S.A.: Ladybird Books Inc.

Daly, K. & Mazza S., A. (1985). Four little kittens. U.S.A.: Western Publishing Company, Inc.

Dr. Seuss Enterprises, C.P. (n.y.) Dr. Seuss's ABC. An amazing alphabet book! New York: Random House Inc.

Dr. Seuss Enterprises, C.P. (n.y.) Mr. Brown can moo! Can you? Book of wonderful noises. New York: Random House Inc.

Dr. Seuss Enterprises, C.P. (n.y.) The cat in the hat comes back. New York: Random House Inc.

Dr. Seuss Enterprises, C.P. (n.y.) The foot book. Dr Seuss's wacky book of opposites. New York: Random House Inc.

Dr. Seuss Enterprises, C.P. (n.y.) There is a wocket in my pocket, Dr. Seuss's book of ridiculous rhymes. New York: Random House Inc.

Eisen, A. (1996). The treasure of classic children's stories. USA: Andrews and McMeel.

Fusco C. N. (1996). Rainy day play! Charlotte, Vermont, USA: Williamson Publishing.

Grosset & Dunlap, Inc. (1991). Who says quack? New York: Grosset & Dunlap, Inc.

Hill, E. (1997). Spot's magical Christmas. England: Penguin Books Ltd.

Inkpen, M. (1995). Wibbly pig can dance! England: Hodder Children's Books.

Jhonson, A. (1982). Soft as kitten. Things to be touch and feel, see and sniff. New York: Random House.

Long, S. (1997). Hush little baby. San Francisco, California: Chronicle Books.

Mayer, M. (1986). The new baby. New York: Golden Books Publishing Company, Inc.

Miranda, A. & Steven, J. (1997). To market to market. U.S.A.: Harcourt Brace & Company.

Munsch, R. and McGraw, Sh. (1998). Love you forever. New York: Firefly books (US) Inc

Munsch, R. and Martchenko, M. (1989). Moertimer. Toronto: Annick Press Ltd.

Pienkowski, J. (1986). Little monsters. Los Angeles, C.A.: Price Stern Sloan, Inc.New York: Random House.

Press, J. (1996). Creative fun for 2- to 6- year old. The little hands big fun. Craft book.. Charlotte, Vermont, USA: Williamson Publishing.

Repchuk, C. and Martin, J. (1996). The snow tree. Join little bear's search for color in a white and wintry world. England: The Templar Company.

Sesame Street. (1997). Farmer Grover. U.S.A.: Western Publishing Company, Inc.

Scholastic Canada Ltd. (1998). My first animals board book. Canada: Scholastic Canada Ltd.

Schulz, Ch. M. (1996). Snoopy's Christmas tree. United Feature Syndicate, Inc. Peanuts

Smart, A. and Gayer-Anderson T. (1997). The legend of Lotfiya. Cairo: Hoopoe Books.

Snap shot. (1995). Happy times. Toronto: Press Elan.

Szekeres, C. (1991). Ladybug, ladybug, where are you? New York: Western Publishing Company, Inc.

Wade L. (1998). The cheerios play book. New York: Little Simon.

Walt Disneys' productions. (1981). Winnie-the-Pooh. Picture dictionary. U.S.A.: Western Publishing Company, Inc.

Spanish

Andersen, J. (1986). El patito feo. Buenos Aires: Editorial Sigmar.

Artell, M.. (1994). Gran canción de los animales. USA: Good Year Books.

Bennett, J. and Hague, M. (1998). El libro de las virtudes para niños. Relatos de hoy y de siempre. Spain: Ediciones B.S.A.

Castaneda, O. S. (1993). El tapiz de abuela. New York: Lee & Low Books, Inc.

Caperucita roja. (1991). U.S.A.: Western Publishing Company.

Cowcher, H. (1990). Selva tropical. Barcelona: Oasis P.G.C. , SL.

De Paola, T. (1998). La hermanita de Tommy. Bogota: Grupo Editorial Norma.

De Saint-Exupery, A. (1995). El principito. México: Editorial Diana S.A. de C.V. and EDIVISION, Compañía Editorial, S.A. de C. V.

Dr. Seuss. (1992). Huevos verdes con jamón. U.S,A.: Lectorum Publications, Inc.

Eorbes, Ch. and Sullivan, D. (1994). El tronco de árbol. USA: Good Year Books.

Galvan, N. (1996). Mitología mexicana para niños. Historias fantásticas de los pueblos prehispanicos. México: Selector, S.A. de C.V.

Greene, I and Nolte, L.(1994). Mi perrito. USA: Good Year Books.

Hazsan, A. and Figueroa M. (1994). Let's learn Spanish. Coloring book. U.S.A.: Passport Books.

Hill, E. (1984). Spot va a la escuela. New York: G.P. Putnam's Sons.

Kasza, K. (1998). Cuando el elefante camina. Colombia: Gráfica S.A.

Kasza, K. (1998). Choco encuentra una mamá. Bogotá: Grupo Editorial Norma.

Kasza, K. (1998). Los secretos de abuelo sapo. Bogotá: Grupo Editorial Norma.

McGuire, L and Segundo and Rosa. (1997). El taller de Paco. Aprende los colores. Spain: Fisher-Price

Mogenhes, J. (1990). Federico el insatisfecho. Barcelona: Editorial Juventud.

Potter, B. (1988). El cuento de perico, el conejo travieso. Great Britain: F. Warne & Co.

Salgado, A.. (1997). Canciones infantiles. Las más bellas y tradicionales canciones para niños. México: Selector, S.A. de C.V..

Sendak, M. (1996). Donde viven los monstruos. U.S.A.: Harper Collins Publishers.

Susaeta Ediciones. (1981). Nuevo silabario. Madrid:Susaeta Ediciones, S.A.

Zolotow, Ch. and Sendak, M. (1995). El señor conejo y el hermoso regalo. México: Harper Collins Publishers.

Spanish and English

My first phrases in Spanish and English. (1993). New York: Simon & Schuster Books for young

**AUDIO CASSETTES IN SPANISH**

Audiocasete y libro (cuentos)

Blanca Nieves y los siete enanitos (1990). México: Mega Ediciones

Bryant, S. (1990). Ricitos de oro y los tres ositos. México: Mega Ediciones

Perrault, Ch. (1990). Cenicienta., México: Mega Ediciones

Audiocasetes

Cuentos:infantiles (n.y.) (Sound recording). El Salvador: Supersonido

CRI CRI El grillito cantor. (n.y.).(sound recording). El Salvador: Musicales

Cofre, Ch. (1985).) ¿En dónde tejemos la ronda? Chile: CBC Records Chile Ltda.

Fiesta infantil. (n.y.) (Sound recording). El Salvador: Supersonido

Mazapán Canciones infantiles chilenas. (no más información).

Cepillin. Canciones infantiles de México. (no más información).

**TOYS** (And improvising songs, poems and dances)

**In the bathtub** (there is a bunch of plastic toys)
Singing, many times: ( first using the article *el, la los, las*. After, using the articles *un, una unos, unas;* and later, using the first numbers uno, dos, tres.)

**!Buenos dias, buenos dias, amigos de Stefan!**
**!Buenos dias, buenos dias, amigos de Stefan!**
**Los amigos de Stefan tienen pan y no nos dan!**
**Los amigos de Stefan tienen pan, tienen pan y no nos dan!**

**?Quienes son los amigos de Stefan?**
**!Los amigos de Stefan son, son, son , son**

los, unos, dos (2) munecos (dolls)

| | |
|---|---|
| la, una , una (1) tapa | (lid) |
| la, una, una (1) cubeta | (bucket) |
| la, una, una (1) lancha o bote | (boat) |
| la, una , una (1) botella | (bottle) |
| la, una , una (1) ballena | (wheel) |
| el, un, un (1) cocodrilo | (crocodile) |
| el, un, un (1) pez | (fish) |
| el, un, un (1) pato | (duck) |
| el, un, un (1) patito | (little duck) |
| el, un, un (1) pulpo | (octupus) |
| las, unas, tres(3) tortugas | (turtles) |

Dos pequenas: una roja y una verde
Una grande y amarilla

**?Quienes mas son los amigos de Stefan?**
**Los amigos de Stefan son, son, son, son**

Carlitos en la lancha
El raton en el pez
El gordito en la rueda
EL huevo en la estrella

**?Y quienes mas ?**

la, una, una (1) mariposa
el, un, un (1) gato

**Los amigos de Stefan tienen pan y no nos dan!**
**Los amigos de Stefan tienen pan, tienen pan y no nos dan!**
**Cuantos son los amigos de Stefan?**
**!Los amigos de Stefan son, son, son , son**

uno, dos tres, cuatro, cinco,
seis, siete , ocho, nueve, diez
once, doce, trece, catorce,quince
dieciseis, diecisiete, dieciocho, diecinueve, veinte,
veintiuno, veintidos, veintitres, veinticuatro, veinticinco.

**!Ya van a dormir los amigos de Stefan!**

Buenas noches munecos

Buenas noches tapa
Hasta manana ballena
Hasta manana Carlitos
Que duerma bien tortuga.
Que duerma bien gordito ...

Painted on the walls in the washroom there is a column of blue elephants. Also there is a colourful, wooden elephant from La palma, El Salvador, C.A.. These elephants inspired me to sing everyday to Stefan:

**Un** elefante se columpiaba sobre la tela de una arana;
y como viera que resistia fue a llamar a otro elefante.

**Dos** elefantes se columpiaban sobre la tela de una arana;
y como vieran que resistia fueron a llamar a otro elefante.

**Tres** elefantes se columpiaban sobre la tela de una arana
y como vieran que resistia fueron a llamar a otro elefante.

**Cuatro** elefantes se columpiaban sobre la tela de una arana
y como vieran que resistia fueron a llamar a otro elefante.

**Cinco** elefantes se columpiaban sobre la tela de una arana
y como vieran que resistia fueron a llamar a otro elefante.

**Seis** elefantes se columpiaban sobre la tela de una arana
y como vieran que resistia fueron a llamar a otro elefante.

**Siete** elefantes se columpiaban sobre la tela de una arana
y como vieran que resistia fueron a llamar a otro elefante.

**Ocho** elefantes se columpiaban sobre la tela de una arana
y como vieran que resistia fueron a llamar a otro elefante.

**Nueve** elefantes se columpiaban sobre la tela de una arana
y como vieran que resistia fueron a llamar a otro elefante.

**Diez** elefantes se columpiaban sobre la tela de una arana.

**Estos** elefantes se columpiaban sobre la tela de una arana
**Esos** elefantes se columpiaban sobre la tela de una arana

**Aquellos** elefantes se columpiaban sobre la tela de una arana

**Muchos** elefantes se columpiaban sobre la tela de una arana
**Monton** de elefantes se columpiaban sobre la tela de una arana
**Bastantes** elefantes se columpiaban sobre la tela de una arana
**Todos** los elefantes se columpiaban sobre la tela de una arana
**Muchos** elefantes se columpiaban sobre la tela de una arana.

**In Stefan's cama-bus**

He has some of the books included in the above list of books
While playing with a group of bears, I sing:

El oso grande y café
y su hijo "cafecito"
El oso joven y café
y su osito bebe
El oso polar, blanco
y su bebecito blanquito.
El oso azul
El conejo blanco
y su hijito

Y el muneco Cepillin
esta bailando.
Un pato y un gallo
estan llegando.

**Stefan's play area**

| | |
|---|---|
| Stefan, my little son, here, you have: | Stefan, hijito mio, aqui tienes: |
| 1.There is an easel | Un caballete |
| Paper to paint on, | con papel para pintar, |
| Five paint tubs and brushes, | cinco tarritos de pintura |
| 12 sidewalk chalks, | y sus pinceles, |
| | doce barras de tiza de color, |
| washable felt pens, | plumones con tinta que se puede lavar, |
| A paint supply kit: | Una cajita con frascos de pintura: |
| white, blue, red , yellow, and green | blanco, azul, rojo, amarillo y verde. |
| 2. There is a bookcase | Una librera |

Two red and yellow baskets with
most of your pretty books.

A blue basket assortment of vehicles:
cars, trucks, jeeps, vans, and
and big, big trucks, a fire truck
and one snow plow

A green basket assortment of stuffed
animals
duckling
beaver
little rabbit
penguin
baby bear
bear cub wearing a hat
little dragon
puppy
Winnie the Pooh bear

A yellow basket assortment

of stuffed plastic animals
Farm animals:
cow
bull
goat
ship

Others:
panther

On the second shelf of the bookcase
you have
An assortment of stuffed puzzles:
foam alphabet puzzle
foam number puzzle
wooden Winnie the Pooh puzzle

magnetic board and letters
On the top of the bookcase, there

Con una cesta roja y otra amarilla
con muchos de tus lindos libros

Una cesta azul con tus vehiculos:
carros, pickups, jeeps, microbuses
Un camion de los bomberos
y uno mas de volteo.

Una cesta verde con varios amiguitos:
amiguitos:
un, el patito
un, el castor
un, el conejito
un, el pinguino
un, el osito
un, el osito con su gorro
un, el pequeno dragon
un, el perrito
el oso Winnie the Pooh

Una cesta amarilla con otros
amiguitos:

Los amigos de la granja:
una, la vaca
un, el toro
una, la cabra
una, la oveja

Otros:
una, la pantera

En el segundo tamo de la librera
tu tienes
Varios rompecabezas:
dos rompecabezas de hule: abecedario
y numeros
un rompecabezas de madera, de
Winnie the Pooh
una pizarra y letras magneticas
Sobre la librera hay un tren con su
maquina y

| | |
|---|---|
| is a train with its machine and wagons | sus vagones, |
| 3. A wooden table: | Una mesa de madera: |
| a keyboard | un teclado de computadora |
| clips from newspaper: cars, trucks, | recortes de periodico: carros, pickups, |
| jeeps, vans, big trucks | microbuses, camiones |
| a cassette player and three | una casetera y tres tapes en blanco |
| blank tapes | |
| 4. A little wooden stool | Un banquito de madera |
| 5. On the floor | En el piso |
| a big and blue bucket full of | una cubeta grande llena de bloques |
| para building blocks | construir |
| a red ball | una bola roja |
| **In the kitchen area** | **En el area de la cocina** |
| On the refrigerator's door: | En la puerta de la refrigeradora: |
| many magnetic letters and numbers | muchas letras y numeros magneticos |
| **In the basement** | **En el sotano** |
| Wooden blocks | Bloques de madera |
| hammering pegs | tacos para martillar |
| telephone | telefono |
| Inflatable Tigger | tigre inflable |
| clock | reloj |

**SONGS**

**INPUT through singing to you, my son**

How many times I have been singing this pourpori of Hispanic children's songs? These are pieces of songs that were sung to me when I was a child. I remember only very short parts of each song, so, frequently I omit and add words. Uncountable times you were delighted while I sang. Your enjoyment is a positive reinforcement that impulses me to sing and sing and sing...

1. A Pulgarcito lo invitaron,
a Pulgarcito lo invitaron
a dar un vue- vue- vue- vuelo en avion
a dar un vue- vue- vue- vuelo en avion
Y cuando estaba bien arriba,

y cuando estaba bien arriba
la gasoli-li- li- li na se acabo
la gasoli-li- li- li na se acabo.
Ola o, ola o, ola o , ola, ola,
ola, ola, ola, ola, ola la.

2. Alla en la fuente habia un chorrito
se hacia grande, se hacia chiquito
Estaba de mal humor,
pobre el chorrito tenia calor.

Alli va la hormiga con su paraguas
va recogiendose las enaguas
porque el chorrito la salpico
y sus chapitas le despinto.

3. ?Adonde vas conejo Blas,
con esa escopeta colgada de atras?
?Adonde vas conejo Blas,
con esa escopeta colgada de atras?

4. Tristes estan los campos
desde que tu te fuiste;
pero yo estoy alegre, conejo mio,
porque te canto

Para tus orejitas, come tu zacatillo
conejo mio, conejo mio.

5. Cuando la perica quiere
que el perico vaya a misa
se levanta de manana
a aplancharle la camisa.
Cuando la perica quiere
que el perico oiga el sermon
se levanta de manana
a aplancharle el pantalon.

6. La cucaracha, la cucaracha
ya no puede caminar
porque no tiene, porque le faltan
las dos patitas de atras (Bis)

7. ?Que le pasa a mi burrito que no quiere caminar?
Porque no le di su alfalfa, porque no le di su maiz.
!Arre que llegando al caminito! !Achimichu! !Achimichu!
!Arre que llegando al caminito! !Achimichu! !Achimichu!

?Que le pasa a mi burrito que esta tan enojadito
porque no le di su alfalfa, porque no le di su maiz!
!Arre que llegando al caminito! !Achimichu! !Achimichu!
!Arre que llegando al caminito! !Achimichu! !Achimichu!

8. El piojo y la pulga se quieren casar
y no se han casado por falta de maiz
!Tirolo, tirolo, tiro, tiro, tirolo
!Tirolo, tirolo, tiro, tiro tirola!

Responde el gorgojo desde su maizal
!Hagase la boda que yo doy el maiz!
Tirolo, tirolo, tiro, tiro tirolo
!Tirolo, tirolo, tiro, tiro tirola!

9. ?Quien te dijo que pelaras el guineo?
!Viejo feo, barrigon!
?Quien te dijo que pelaras el guineo?
!Viejo feo, barrigon! POM, POM

?Quien te dijo que pelaras el guineo?
!Viejo feoooo,, ba...rrigooon!
Taratatatatatatatatatan tantarataratatattan!

10. !Para llegar al cielo se necesita
una escalera grande y otra chiquita!
!Para llegar al cielo se necesita
una escalera grande y otra chiquita!

11. La maestra luna dicta la leccion
y las estrellitas ponen atencion.
Una estrella chica se mancho de tiza
y las estrellitas se mueren de risa:
Ja, ja, ja ja ja ja, ja, ja, ja, ja, ja, ja!
Ja, ja, ja ja ja ja, ja, ja, ja, ja, ja, ja!

Also, you loved the song "Los tres cochinitos". To date we are still singing together.

Los cochinitos ya estan en la ***cama***
muchos ***besitos*** les dio su ***mama.***
Muy calientitos todos en ***piyama***
dentro de un rato los tres ***roncaran.***
Oink, oink, oink, oink, oink, oink

Uno sonaba que era ***rey***
y de momento quiso un ***pastel***;
su gran ***ministro*** le hizo traer
!quinientos ***pasteles*** nomas para el!

Otro sonaba que en el **mar**
en una ***barca*** iba a remar;
mas, de repente al embarcar,
!se cayo de la ***cama*** y se puso a ***llorar!***

Los ***cochinitos*** ya estan en la ***cama***
mucho ***besitos*** les dio su ***mama.***

El mas pequeno de los ***tres,***
un cochinito lindo y ***cortes***
ese sonaba con ***trabajar***
para ayudar a su pobre ***mama.***

Y asi sonando sin ***despertar***
los cochinitos suelen ***jugar:***
ronca que ***ronca*** y vuelta a ***roncar***
!al pais de los ***suenos*** se van a ***pasear***!

**Appendix D**

**A letter to my son**

**A sample of Stefan's understanding and outcome in Spanish and English**

**(From birth to 33 months)**

**Appendix D**
**A letter to my son**
**A sample of Stefan's understanding and outcome in Spanish and English**
**(From birth to 30 months)**

From my journal I read the following letter that contains a reflection on the main characteristics of Stefan's language acquisition process during the first 30 months of this study.

Edmonton, Alberta, June 11, 1999

I am reading Jim Cummins (1981), and reading I remember...
How distant seems to be your first year of life! In those days you were very responsive to the meaning of non verbal communication: facial expression, (mainly smiling), gestures (as pointing), tone of voice and others. After your first birthday, gradually you learned the meaning of words in the context of specific situations (when I used to give a bath to you, for instance, you learned the meaning of the word *agua (water)* that you have already heard). It means that you were "making the linguistic INPUT comprehensible." Progressively you were "exposed to more comprehensive INPUT" and you "try out words in those new situations...

> It is true that languages "exist for communicating meaning and are therefore best learned in situations were meaning are being communicated and learners are interested in what is being communicated." (Cummins, J. 1981: 34)

Querido hijo mio:

Two and a half years ago you were born. Since that December 11th, your mother has been speaking English to you, and me Spanish. Your mom and I promised to participate in your journey of language's development in a very active and conscious manner. Following the words of experts in various field of language development, we established that from your birthday to three years old , we will contribute to construct the foundations of your bilingualism in Spanish and English language.

We knew that bilingualism does not appear by spontaneous procreation. We understood that the two targeted languages, Spanish and English, do not have exactly the same conditions. At home, {this immediate functional territory of language), there is the reproduction of the duality of a major (English) and a minor language (Spanish) that occurs in the macro- political and social context. So, the omnipresence of English has been throughout your journey of language. In

consequence, there is a need to take provisions at home, in order to guarantee not only the learning and acquisition of the minor language (Spanish), but its consolidation/development (proficiency /performance). In other words, learning and acquisition of a minority language does not over come the risks to be replaced by the major language. Even in the bilingual "coexistence" of two languages the minor language keeps its own disadvantages. Inversely, the major language is permanently alert to oppress, repress and displace without mercy to the minor language. Hence, without perseverance, irreversibly a bilingual child may lost his/her minor language to become unilingual.

After 30 months, it is time to make a pause on our path and see what we have. We will not be able to include everything, but at least we will have a good sample of your achievements on the acquisition process of the two targeted languages: Spanish and English. Let begins:

**0 to 3 months**:

You pay attention to sounds, voices and objects. Of course, you surprise yourself with loud noises and comfort by calm, gentle voices . You like to be cuddled and love being held. Good for you! There are always many arms that caringly hold you. You are, my son, full of nocturnal cries (not always welcome) and rich in gurgles and grunts. One day you say ah, ah, ah... And I jump excited because it sounds like Spanish! You cry because you are hungry, in pain {mainly from the continuing colic that sometimes lasts too long!) And also you cry when you are wet ( to confess, I generally forget to check if there is something in your diaper that provokes your crying).

**3 to 6 months:**

I delight when you smile at me and look into my face with interest when I talk to you. It seems that you really enjoy it because you try to "talk" to me (thank you). Now your "*coos*" and "*squeals*" are my passion!

**6 to 12 months:**

You understand some words such as names of animals (*gato, perro* y otros); immediate things and your beloved *(mamy, papy, abuelita,* etc.); and the names of your favorites *Rocio, Carole* and *Duane.*

Your babbling is very intense. I have a hard time trying to identify defined words among your waves of *ba,ba,ba,ba,ba,ba.* Of course, words do not appear, yet! Now, to express your needs, you use gestures and "talk" (a sort of vocalized expressions that are not strictly "words"). However, these gestures and sounds have

a meaning! In other words, you know what you want when you point at the fridge saying
*"umh, umh, umh,... "* and I do know what you mean!

**12 to 18 months:**

Aja! You are able now to understand simple questions and statements, for instance
*Where is the cat? (Adonde esta el gato?)*
*Which is the dog? (Cual es el perro?)*
You recognize the names of many familiar objects: *pacha, agua, leche, carro*, and so on.

In this period you begin a practice that you will keep for long time (frequently you run to the basket where are your books, chose one and pick it up, and run to the lap of your father or your mother , holding the book and saying *ugh, ugh, ugh, ugh...* Reading a book to you is always a pleasure. When pointing to the animals in your "First book of animals" we ask you

| | |
|---|---|
| Where is the lion? | *?Adonde esta el leon?* |
| Which one is the monkey? | *?Cual es el mono?* |
| What is it? | *?Que/ cual es este?* |

More waves of babbling! I do know if, as a product of my anxiety to hear your first words, I am inventing, but I promise to you that these babblings sound like sentences! I am not able to say if, again, it is my imagination that makes me hear "words, but not clearly".Are you trying to say "no" when you shake your head? Why no? Your movement has the context of denying or negative response.

**18 to 24 months**:

You understand lots of words in Spanish as well as in English. These words are much more than those words that you speak now (see your inventory of words). You have two word sentences.

Your *whatssat* to get information never stops. Also you ask continually for your *pachita* (bottle of milk).

Of course, you understand simple commands and directions. However, it does not mean that you attend or obey these. When I say; *Stefan, guardemos los juguetes en su lugar* You, very politely respond *Si papy, si papy* However, you do not move a finger to do the task. (Guess who does?)

**2 to 21/2 years** (24 to 30 months):

You recognize, orally and in a picture that

| | |
|---|---|
| *el caballo trota* | the horse trots |
| *los pajaritos vuelan* | the little birds are flying |
| *los pecesitos nadan* | the little fish are swimming |
| *los conejos saltan* | the rabbits are jumping |
| *los cochinos caminan* | the pigs are walking |
| *y los gallos cantan* | and the roosters are singing |

Now, You have even four- word sentences! Good for you!

*?Donde esta el carro ?*

Mamy, where are you?

Look, now you are ending words!

Let me tell you that the speech sound development is a gradual process In fact, learning to produce a speech sound correctly in all words and phrases is a gradual process. Before you were two years old you started developing some of them, and you will continue till you are seven or eight years old. Each child develop his/her speech abilities at different rates and ages, so do not worry if some of your amiguitos of your same age have gotten more specific speech sounds. Also, do not be surprised at the enormous difference in vocabulary because it depends on many variables; family and community context, a parents' occupation, and so on.

Now you manage consonants in words. As a recollection, please take the following list of many of the words with initial consonants that you currently manage:

**List of words with initial consonant** June 11, 1999.
(Spanish=SP English=EN) Stefan's age: 2 years and 6 months

Consonants

**p** as in SP *pajaro, pajarito, paleta, papa, papy, parabrisas, pato, pera, pio-pio, pollito, puerta*

EN paint, pear, pen, pickle, pizza,, playground, please, Po, popsicle, potato, purple

**m** as in SP *mama, mamy, manguera, mango, maquina, mamy, manzana, mapache, mariposa.,mariquita, mas, mediano, me-ee, mio, mono, muu*

EN machine, mag pie, meat, me-ee, Mikel, milk, mine, mom, monkey, moo, moon, more, motor, muffin, Michael

**h as in** SP *Haydee, hola, helice*
EN hair, happy, hard, hat, Helen, hi, hit, home, horse, hot, house

**n as in** SP *nariz, naranja, nino, no, nueve, numero*
EN Nevin, noise, nose, not,

**w as in** SP
EN warthog, watch, what, wheel, where, window, windshield

**b as in** SP *bebe, bee, bombero, Bongo, burro,*
EN baby, ball, banana bath bee, bird, blue, book, Brian, brown bubble, but, butterfly

**c as in** SP *caballo, cabina, caliente,, caminando, camion, carne, casa, cebolla, cebra, cereal, cinco, Clara, cochino, cocodrilo, cola, colita, conejo, corre, cri-cri, cuatro, cuchillo.*
EN cake, candles, car, Carole, carrot, cat, cereal, Christine, Cindy, Clara, clock, cloud, cold, come, counter, cow, cricket, crocodile, cry, crying,

**k as in** SP Krissya
EN kite

**q as in** SP *queso*
EN queen

**g as in** SP *gato, gallo, gallina, ganso, grande, guineo,*
EN go, goose grandma, grandpa, grapes, grasshopper, green

**d as in** SP *dedo, diez, doce, dieciseis,, donde, dos,*
EN dady, David, Dipsy, dog, donut, donkey, door, down, drink, duck, Duane

**t as in** SP *tecolote, tigre, Tomas, tomate, , tortilla, tractor, trailer, tres, tucan*
EN Teletubbie, tiger, tomato, Tom, tough, tractor, trailer, tree, two, tucan

**f as in** SP *foco, foca,*
EN fast, five, food, for, four, fun,

**y as in** SP *yoyo, Yuri*
EN yellow, yo-yo

| | | |
|---|---|---|
| **r as in** | SP | *radiador, raton, ratita, reloj, Rocio, rojo* |
| | EN | rabbit, racoon, radiator, raisin, red, reindeer, rice, robin, rooster, Ryan, run |
| **s as in** | SP | *saltamontes, sandia, seis, si, siete, sombrero,* |
| | EN | salad, scared, Sean, sheep, shut, sign, sky, so, some, spaghetti, Spot, stairs, Stefan, Steve, stuck, sun, squirrel, star |
| **ch as in** | SP | *chaqueta, chiquito,* |
| | EN | chair, chess, chicken |
| **l as in** | SP | *leon, leche, lechera, letra, libro, Liliana, llantas, llorando, luces, luna* |
| | EN | lady bug, Lala, letter, lights, lion, look |
| **z as in** | SP | *zapato, zazahoria* |
| | EN | zebra |
| **j as in** | SP | *jabali, **jeep**, Julius, jugo* |
| | EN | Janet, jacket, **jeep**, Jenny, juice, jumping |
| **v as in** | SP | *vaca, van, violeta, ventana, verde* |
| | EN | very, violet |
| **th** | SP | |
| | EN | thanks, the, this, three, |
| **zh** | SP | N/A |
| | EN | ----- |

**Notes:**

1. This is a broad list, but it is not exhaustive.
2. The underlined words are those that have initial consonant in both versions in Spanish and English language: *maquina-* **m**achine, *seis-* **s**ix
3. Sometimes these words have the same root, and sometime do not:
   *leon*-lion, *tigre*- tiger (same root).
   *nariz*- nose, *hola* - hi (different root)
4. Sometimes the word has not been translated into the other target language:
   jeep- jeep
   Names: Duane, Julius, Krissya, Tinky Winky, and so on.

5. Sometimes both, the English and Spanish version are the same, with a variation on stress or accent:

*cereal*- cereal
*trailer*-trailer
*tractor*-tractor
*tucan*-tucan

6. Most of the words are dispersed in the list of the consonants, for instance:

book (b) - *libro* (l)
*vaca* (v) - cow (c)
*pato* (p) - duck (d)
*gallo* (g) - rooster (r)

7. This list does not include those technical words that are commonly used in both languages with no translation, for instance some parts of vehicles such us:

bumper, clutch,

Now, let me include these other lists of some of the productions you have to the date;

**List of words with initial vowel** June 11, 1999.
Stefan's age: 2 years and 6 months

**a** as in SP *abajo, abeja, adios, agua, alas, alitas, anananajo (anaranjado), arriba, arroz, asno, avion*
EN Angela, another, angel

**e** as in SP *elefante, Elena, escalera, espejo, Esteban*
EN ears, elephant, eyes

**i** as in SP
EN Igor

***o as in*** *SP* *ojo, oso, otro, oveja*
EN open, orange

**u** as in SP *uva*
EN up

**List of two- word phrases** June 11, 1999.
Stefan's age: 2 years and 6 months

| EN | SP |
|---|---|
| bus bed | *cama bus* |
| car ride | ---------- |
| fall down | ---------- |
| fire truck, fire hydrant | *camion de los bomberos* |

good morning
ice cream truck
machine too
my goodness!
Tinky Winky,
tow truck

**List of phrases**

June 11, 1999.
Stefan's age: 2 years and 6 months

| EN | SP |
|---|---|
| A big police car | ---------- |
| A nice big truck | *Un camion grande* |
| A big bus | *Un bus grande* |
| A nice rainbow | ---------- |
| No, thanks | ---------- |

**Sentences**

June 11, 1999.
Stefan's age: 2 years and 6 months

| EN | SP |
|---|---|
| Do you want some (juice, tomato, ...), mom? | ---------- |
| Do not worry that, Mom. | ---------- |
| Get a wash cloth. | ---------- |
| How are you , Mom? | *?Como esta papi?* |
| I'm being careful. | |
| No go work, Mom. | ---------- |
| ---------- | *!se cayo!* |
| ...some juice, mom? | ---------- |
| What's that? | *?Que es eso? ?Que es esto?* |
| Taking for walk | ---------- |
| That's real, real, real, good! | ---------- |
| There you go! | ---------- |
| Touching these little hands. | ---------- |
| What happened? | *?Que paso?* |
| Where's Mom? | *?Donde es mami?* |
| Where Tiffy go? (Where did Tiffy go?) | ---------- |

**Notes:**
1. Two- words, phrases and sentences in English are evidently ahead from their correspondent in Spanish.
2. Please observe the difference of what you have now with your production before.
3. According to Turchansky (1999) at 1 year age the child has 3 words; and when he/she is 2 years he/she has: 272 words.

Language is an organized set of symbols to communicate thoughts, needs and feelings. Gestures, written words or sounds are symbols. You are an expert in getting gestures and sounds. You have learned the Spanish alphabet and the numbers from 1 to 16. Good for

you! Symbols follow certain rules that handle a language. Furthermore, language is a sum of **form, content** and **use**. Form: How you say something. Content: What you say or the meaning of your message. Use: why we say something, or the pragmatic motivation to say it.

**Language form** embraces phonology, morphology and syntax:
Phonology. The sound system of the language (one for each language). How the sounds are combined: "nasals: m, n, ng'; "stops": p,b, t, d, k, g; "fricatives": s, z, sh, f, v. Isn't it amazing how you are getting both sound systems, Spanish and English?
Morphology: Word forms and word endings and grammatical constructions
The verb to be (English) Ser y estar (Spanish)

Mom, where are you?
The birds are flying *Los pajaros vuelan*
*? Que es esto?*

Negative words
No! *!No!*

Prepositions
In the house *En la casa*

Plurals
Many monkeys *dos monos*

Past tense verb form
Where grandma **go**?
*Donde **es** el carro*
(You do not yet manage the past tense verb in both languages.
In Spanish , you are using the verb **ser** instead **estar.**)

Syntax: refers to the order of words in a sentence. For instance, you say correctly *Where is coco*? You do not say incorrectly *Coco where is?*
To make the order of words that gives sense, there are rules to follow. Do not worry! You don't have to tell me these rules that in the practice you are using when speaking to express your thoughts, needs and feelings.

**Language content.** It alludes to vocabulary knowledge and the meaning that you are able to understand and express
Semantics Your ability to choose verbs and combine them in a way that express the intended meaning: "You like more binana, Mom?"

**Use (or pragmatics)**

The reason or purpose for communicating. The uses of communication may be called language functions, for instance:

| Function | Example | |
|---|---|---|
| To request an object | I want apple | *manzana, papy* |
| To request an action | Open this door! | *Go abajo Vamos abajo* |
| Expressing one's personality or assuring one's self | Mine! | *!Mio!* |
| Requesting information | Where is Tiffy? | *?Donde es el coco?* |
| Sharing thoughts and feelings | N/A | N/A |
| Relating information to a listener | N/A | N/A |

**Notes:**

1. Stefan, in Spanish you are using *"es"* from the verb ser *"es"* instead *"esta"* from the verb estar.

2. Mixing-code when you do not know the equivalent word in the other language. Initially you used to say: *Go abajo* ( An that time you was not able to manage the verbal form *vamos).* However, you do not blend concepts: *leche-milk* , for example.

3. Symbol: signs which represents something else. For instance, when you say the word *gato,* it is a symbol that represents an animal. How did you get this "symbol"? Looking at the many *gatos* that populate our neighborhood.. You have learned other symbols through looking at pictures or watching TV, for example; elephants, zebras, hippopotamus. Thus, now you do not need to see these animals to know what I am talking about when I mention the words without showing you the live animals or their pictures. After reading and contemplating many times the book "Cuando el elefante camina" ( Kasza, K., 1998), now you do not need to see the pictures in the book to know the meaning of this song:

*Cuando el elefante camina*
*asusta al oso comelon.*
*Cuando el oso sale corriendo*
*asusta al cocodrilo.*
*Cuando el cocodrilo se tira al agua*
*asusta al jabali.*
*Cuando el jabali busca refugio*
*asusta a la mama mapache.*
*Cuando la mama Mapache corre con su bebe*
*asusta al ratoncito*

*Cuando el ratoncito huye*
*asusta al elefante.*

*?Como dice el libro?*
*El elefante asusta al oso,*
*el oso asusta al cocodrilo,*
*el cocodrilo asusta al jabali,*
*el jabali asusta a la mama mapache,*
*la mama mapache asusta al ratoncito,*
*y el ratoncito asusta al elefante.*

*Otra vez:*

*El elefante asusta al oso,*
*el oso al cocodrilo,*
*el cocodrilo al jabali,*
*el jabali a la mama mapache.*
*La mama mapache al ratoncito,*
*y el ratoncito al elefante*

## Appendix E

## The last inventory of Stefan's Spanish OUTPUT

## (November 11, 1999, 35 months old)

## Appendix E
## The last inventory of Stefan's Spanish OUTPUT
## (November 11, 1999, 35 months old)

November 1999. Stefan is 35 months old. On December 11th he will be three years old. He continues producing Spanish structures in modest amount, compared to his immense production in English. I include this last inventory because in these expressions there is evidence that my struggles and efforts during the last three years are somewhat fruitful and because these expressions nurture my hope that Stefan is getting the main and basic tools to communicate in Spanish.

On the bottom shelf of a bookcase there is a pile of about twenty books in Spanish. Beside it is a pile of a few in English --about six--I ask Stefan;

*¿Quieres leer?*

*¡Yes!*

*¿Cuál de estos libros quieres leer?*

*¡No! Yo quiereo leer uno de estas en* English.

*Papy, yo quiero sopita frita y frijoles de la olla.*

*Te las sirvo inmediatamnente, hijito.*

*Gracias, papi.*

*¿Quieres jugó?*

*¡No! ¡Mi no quiere!*

*¿Estás enojado papi?*

*No, estoy contento*

*¡Estás feliz, papi!*

*Yo quiero ver Chavo*

*Mañana, ahora es muy tarde.*
*¡No! ¡Yo qiero Chavo ya!*

*¿Adónde está mami, papi?*
*Está trabajando.*
*¡No! Fue hacer un mandado.*

*Watching a Spanish video, Stefan sings*
*¡Feliz Navidad! ¡ Feliz Navidad!*
*Prospero año y felicidad.*

*Feliz Navidad! ¡ Feliz Navidad!*
*Prospero año y felicidad.*

*Feliz Navidad! ¡ Feliz Navidad!*
*Prospero año y felicidad.*

*Feliz Navidad! ¡ Feliz Navidad!*
*Prospero año y felicidad.*

*Papi-venga aquí.*

*Mami no va a hacer un mandado*
*Sí, ella fue a hacer un mandado.*
*Ella no quiere.*
Yo queo una cuchaa

## Appendix F

## A sample of Spanish materials available at the Edmonton Public Library

## Appendix F

### A sample of Spanish materials available at the Edmonton Public Library

The following 16 books in Spanish were found at the Main Edmonton Public Library. 12 (75%) of them have been translated from English or another language. The Spanish translation, however, is appropriate for young Spanish learners. There are more Spanish books, and probably some AV materials in the library. Some criteria to was applied to select the appropriate books for Stefan to read; no violence, if they are translated from another language it must be a good translation, varied and appropriate vocabulary, and good design, graphics and use of colour.


*Bruna, D. (1976). Miffy, aviador.Madrid: Aguilar S.A.

*Bruna, D. (1977). Historia de una cerdita. Madrid: Aguilar S.A.

*Bruna, D. (1975). Canelo. Madrid: Aguilar S.A.

Fernandez, L. (1983) De tin marin. Mexico City: Editorial Trillas, S.A. de C.V.

Fernandez, L. (1986) Luis y su genio. Mexico City: Editorial Trillas, S.A. de C.V.

* Hall, D. & Butler, J. (1986). El gorila. Madrid: Ediciones Generales Anaya.

* Hall, D. & Butler, J. (1986). El oso polar. Madrid: Ediciones Generales Anaya.

* Hall, D. & Butler, J. (1986). La nutria. Madrid: Ediciones Generales Anaya.

* Hall, D. & Butler, J. (1986). El panda. Madrid: Ediciones Generales Anaya.

* Hall, D. & Butler, J. (1986). El elefante. Madrid: Ediciones Generales Anaya.

* Munsch, R & Martchenko, M. (1992). La estacion de los bomberos. Toronto: Editorial
Annick Press Ltd.

* Ormerod, J. (1986). Nuestro peque. Madrid: Ediciones Generales Anaya.

Ramirez E. & Javier, M. (1987). Adivinanzas indigenas. Mexico City: Editorial Patria.

* Wise Brown, M. & Hurd, C. (1995). El conejito andarin. USA: Harper Arco Iris.
Urrutia, C. & Camilo M. (n.y.). El maiz. Mexico City: Editorial Patria, S.A.

* Zemach, M. (1992). La gallinita roja - un viejo cuento- Nueva York: Farrar, Straus and Giroux.

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* Translated into Spanish.

## Appendix G

## Letters to my son

**Appendix G**
**Letters to my son**

Letter 1

Edmonton, Alberta, 11 *de junio de* 1999.

***Tu regalo para mí***

It is true that time passes irreversibly, leaving its traces on body, minds and feelings. However, it has never been an obsessive topic for me. Not because I try to run away from the inexorable fate nor because I am an eternal dreamer but simply because I think that generosity has no limit, even age or death. (*Tu papiya)*

Stefan, this afternoon you gave me a very lovely gift. You and I went to the park, located in our neighborhood. Here we are in the park I am going to sit on this bench, but, holding my left hand you say ¡*Vamos a la máquina, papy!* There is no way to say no to your sweet petition! ¡*Vamos papy, a la otra máquina, papy*! Again holding my hand you conduct me to the other machine ( these two machines are diggers.)

¡*Vamos allá, papy*! Pointing to the small kasivo. Before I am able to answer you are pulling me. *La rueda azul papy*, you say maneuvering. *Esa papy*, pointing to the yellow one. ¡*Sí, vamos en nuestro bote*!, I shout enthusiastically *Sí, papy*, you prompt. *Allá papy*. Now we are running on this shaking bridge. *Vamos, papy, aquí*. We are going down in the small slide. ¿*Otra vez*? I ask. *Sí, papy*. Again up and down, up and down. ¿*Quieres que te meza en este columpio? Sí papy. Una, dos, tres* I say. ¡*No papy* ! -¿*Ya no? No, papy*. Now, you are taking me to the big slide. ¡*Vamos papy*! And now we are going up and down, and down. How I felt good! I am not tired after moving my 190 pounds up and down! Good for me!

¡*Vamos papy! ¡agua. splash!. ¡Agua, splash!; uno, dos, tres... ¡splash*! We are jumping in the small ponds of water that are in this empty pool. You continue ¡*Agua, uno, dos, tres,, splash*! I notice that you want to play alone. Then I will do some exercises myself. After a while, I sit on a bench and contemplate you. You do not stop for that ½ hour, you run from one side to another across the pool. Suddenly, a bird lands on the ground near to you, ¡*Un parajito! ¡Vamos papy*! you say while begin to chase it - here, there, over there, here, there, over there. The bird flies far away. Pointing to a a small hill located at the east-north side of the park you say ¡*Vamos papy! ¡arriba*! We are going up and down, up and down. *Vamos papy, abajo. Corriendo, papy, caminando papy. ¡Mas papy, mas! caminando como el efante, papy.* Now while we run around a pine tree in the slope of the hill, we are reciting:

*Papy: Cuando el elefante camina*
Stefan: *se asusta el oso*
*Papy: Cuando el oso sale corriendo*

Stefan: *Se asusta el cocodrilo.*
*Papy: Cuando el cocodrilo se tira al agua*
Stefan: ¡*Splash*!
*Papy: Se asusta...*
Stefan: *el jabalí.*
*Papy: Cuando el jabalí busca refugio*
Stefan: *asusta a la mamapache*
*Papy: Cuando la mama mapache y su mapachito corre*
Stefan: *asusta al ratonchito*
*Papy: Cuando el ratoncito huye*
Stefan: *asusta al efantito*
And so on and on...

I felt great! There is no burden with my 180 pounds up and down. Good for me! Thanks Stefan.

Probably, you will not remember that your sweetness, innocence and enthusiasm rejuvenated me today. Now I confirm that I learn many things from you, every day. Secondly, I have to be thankful for your existence, you are a blessing in my life! Thirdly, I have to enjoy you while you are growing. And fourthly, I promise again that I will give you the best and the maximum of myself every day, because I love you and because you are very special to me.

Thank you again for your invaluable gift . Today is my birthday. Thank you for sharing with me a quota of your childhood.

With much love, your *papiya.*

Letter 2

**Last letter to my son on his journey of language development**

Edmonton, Alberta, 11 *de septiembre de* 1999

**There is a hope**

*Mi querido Stefan*: We are in the last three months of this wonderful experience I am not absolutely failing in the game of any kind of open or masked test of your bilingualism. The first point is that I strongly believe that from 0 to 3 years of age language development allows you to establish just the foundations of language. These foundations may or may not become an enlarged and consolidated language, depending on the individual, family, community, and social and political conditions. So, Stefan, you have constructed (with your parents help) just the basis to turn yourself into a mature bilingual. Secondly, the bilingual test taker can not perform like a monolingual, and the monolingual test can not measure in the other language (Valdes and Figueroa, 1994, p. 87).

Stefan, you have passed through several stages in the two language acquisition process. You have been exposed to both languages, Spanish and English. Your independent personality helps your understanding of the two targeted languages towards the building process of your bilingual system. Hence, Stefan you are gradually using words and phrases to socialize and verbalize your immediate needs. This progress gives you the potential for new relationships.

As parents we communicate with you not only consistently in both languages, but in a natural and permanent way. We have tried hard not to switch from English to Spanish and vice versa before you. However, we expect that you might contrive some code-switching (back and forth between two languages within the same sentence or paragraph). In addition, my son, your future exposition to disglossia among the Spanish speaking communities will certainly trigger code switching. This is normal, nothing to worry about (Watson, 1994).

There is the hope that, in the future, you will be a balanced bilingual, equally competent in both languages (Watson, 1994). Take into consideration that in most bilinguals one of the two languages is dominant, given the huge context of the majority language and culture that predominate. Inversely, minorities' home and communities might not be sufficient settings to strongly develop the minority language. In spite of the dominance of the majority language, there is the hope that, when required by Spanish settings or environment, you would be able to communicate in Spanish.

My son, among minority groups, between the second and third generations of immigrants it is common to lose the native language (Langdon: 1992). I hope that this will not happen to you. Stefan, I am sure that as time passes you will appreciate and enrich your now basic bilingualism to the point that in the future you will bequeath your own children with the gift of bilingualism. This is my hope, *querido hijo*.

With much love from your *papiya*

P.S. My son: Do you know that in being bilingual you will attain control over two language systems? In these 33 months you have had to decipher much more language INPUT than the unilingual child, who has been exposed to only one language system" (Cummins, 1981, p. 22).

**Letter 3**

**A letter to be read in your teen years**

October 11, 1999
Edmonton, Alberta,

Stefan:

I see you in your teen years. Profiting proudly from your bilingualism and the double richness of your culture. Yes, I see you as an exceptional teen fighting the struggles of your critical years; exceptional because you will be able to lead with the complexities of the search of your persona- individual identity, one by one.

I shake my head rejecting the idea that you would risk the precious double heritage that you possess. I know that the identification of your bilingual and bi-cultural home with the wider society is not an easy task.

In terms of identity, certainly you are physically different from the dominant white groups. The beautiful tone of your skin is a genuine motive for being proud. In addition you will have two languages: Spanish and English. I can not imagine you hiding your Spanish language or being embarrassed that others would hear me speaking it. Worse, I can not imagine that you will make a big deal of my strong accent when I speak English.

You get the point! You will not have that strong accent in either of your two languages!

Finally, my son, you will have your past, your roots. Definitely, there is nothing to be embarrassed about. These are the foundation of your strengths. You will be confident and secure; no fears nor frustrations will nest on your heart. You, my son, are proudly a Canadian by birth and because of your Canadian mother. Equally, you are a Latin American, because that is the origin of your father, and there are many things that your father loves that belong to Mexico and Central America. There are significant memories and values from South America that your father also possesses. So, enjoy being a Canadian and a Latin American.